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ABSTRACT

This report is the result of a task force's examination of factors that promote or discourage access to public libraries, i.e., economic, educational, social, attitudinal, physical, and geographical factors. It begins by identifying the seven issues that the study focused on: (1) what makes a person feel welcome and comfortable in a public library; (2) how librarians and trustees can develop lifelong library users; (3) whether charging library fees affects access; (4) how public perception promotes or inhibits wider library use; (5) how links with other libraries and the community can be strengthened to increase access; (6) whether the mission statement of Vermont public libraries has changed from the past; (7) how librarians and trustees can remove barriers and comply with federal and state laws; and (8) how the training of librarians, staff, and trustees increases the public's ability to access information. A brief description of the current status of access to Vermont public libraries is provided together with some questions for the future. An outline of recommendations for improving access as it relates to these issues is then presented which contains references to the more detailed discussions of these recommendations that conclude the report. Appended materials include: (1) a "Test Your Attitude" guide for librarians and trustees; (2) sample Vermont library publicity materials; (3) a draft for library employee salary ranking; (4) a discussion of library fees and a selected bibliography; (5) a draft of the Vermont interlibrary loan code; (6) guidelines for Vermont public library service to children; (7) a guide for answering children's reference questions; (8) a list of library barriers children face; (9) the resolutions suggested by the task force; and (10) a form requesting feedback on the report from librarians. (MAB)

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FINAL REPORT

Board of Education [illegible] New York [illegible]

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

"Access-n. A. permission, liberty, or ability to enter, approach, communicate with, or pass to and from; B. freedom or ability to obtain or make use of."

Webster's Third New International Dictionary

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...Free access to ideas and information ... is as fundamental to America as are the principles of freedom, equality, and individual rights. This access is also fundamental to our social, political, and cultural systems...

Access to information and the recorded wisdom and experience of others has long been held a requirement for achieving personal equality, and for improving the quality of life and thought in the daily activities and relationships of individuals. Along with the freedoms of speech, press, and religious expression, and publicly supported schools freely open to all, the public library has emerged as one of those "institutions" of American life through which our highest aspirations are expressed...

Today public libraries continue to provide free access to... ideas and information so that individuals ...and groups, agencies, organizations, and institutions can take active control of their lives and affairs. Public libraries have multiple roles: they serve the entire community as a center for reliable information; they provide opportunity and encouragement for children, young adults, and adults to educate themselves continuously; they create opportunities for recreation and personal enrichment; and they provide a place where inquiring minds may encounter the rich diversity of concepts so necessary for a democratic society whose daily survival depends on the free... flow of ideas...

--"The Public Library: Democracy's Resource; A Statement of Principles." Adopted by the PLA Board of Directors in Philadelphia, Jan. 13, 1982.

THE ISSUE OF THE '90'S

Today's library user is the center of service. Libraries and their staffs must be easy to approach. Access to public library service requires more than a ramp or an elevator to get in. For some people, it is a welcoming smile or a knowledgeable librarian; for others, it is a broad array of materials or a lack of fees.

For two years, the Board of Libraries Access Task Force examined many factors that promote or discourage access to public libraries with the aim of providing some useful directions for Vermont public libraries. We identified and discussed these primary issues:

- **attitudes** - what makes a person feel welcome, comfortable, legitimate in a public library?

- **children's and young adults' issues** - how can librarians and trustees help develop lifelong library users?

- **fees** - how do librarians and trustees feel about charging fees? Should libraries charge for anything at all? How do fees affect access? What should the Vermont library community think about when instituting or eliminating fees?

- **image** - how does public perception promote or inhibit wider library use?

- **links with other libraries and the community** - how can they be strengthened to increase access? Can models for reciprocal regional or statewide borrowing arrangements be developed?

- **philosophical questions** - do Vermont public libraries have a different mission than they did in the past?

- **physical barriers** - how can librarians and trustees remove barriers and comply with federal and state laws?

- **training and salaries** - to what extent does training of librarians, staff and trustees increase the public's ability to access libraries?

The Present State of Access to Vermont Public Libraries

Free, easy access to public library resources and services exists in Vermont and is demonstrated by:

- The number of small libraries using the Vermont Automated Library System. Interlibrary loan transactions rose 71% from 1988 to 1989 (22,695 to 31,958), largely because of increased connections to VALS.

- Reciprocal borrowing arrangements to eliminate out-of-town borrowers' fees being explored in several areas.

- Two hundred librarians and trustees attending workshops and presentations concerning the Americans with Disabilities Act (PL 101-336)

- Forty-five percent of all public libraries not charging fines for overdue items or fees for any services.

Potential barriers to access are demonstrated by:

- Almost all larger libraries' operating budgets' dependence on out-of-town borrowers fees; growing pressure by local governments on medium-sized libraries to charge such fees in order to be "fair" to local taxpayers.

- Although only 14% of public libraries currently charge patrons for interlibrary loan return postage, many others considering such charges as interlibrary loan transactions increase.

- Poor economic conditions promoting taxpayers' revolts and the idea that an adequately funded libraries are unnecessary.

- Despite publicity and various efforts, a continued high rate of functional illiteracy among Vermonters.

- Only 70 of Vermont's 210 public libraries with barrier-free entrances, but most with inaccessible toilets, stack areas, and meeting spaces

Toward a "New" Philosophy

Speaking at a conference in early 1990, Library Journal editor John Berry said that small libraries can be effective because they are "close to the people." Vermonters are lucky to have many spirited and energetic librarians to continue a unique tradition of resource sharing. Librarians are responding admirably to new opportunities by expanding outreach and reference services, introducing new technologies, and accepting the shift to a client-centered approach to service.

Society's growing recognition of diversity and technology's increasing complexity make life interesting and exciting, yet there is growing concern about the environment, literacy, and poverty. To help people through the information system, librarians must stimulate inquiry, thought, and excitement about ideas.

Questions for the Future

While the Task Force has made suggestions to further public access to libraries, we have also discussed several issues that the Vermont library community will need to think about for some time to come. These issues are relevant to all aspects of library service for all patrons and to all sizes of libraries, from the tiny library open only in summer or an afternoon a week to the full service library:

What is a public library?

What impact do public libraries have on their communities and the quality of life?

What is the public library's responsibility for furthering literacy and promoting education?

What services should individuals expect from a public library?

How does one affect change in the library and in the community that supports it?

What should be done to create public demand for good library service as well as adequate support for libraries?

RECOMMENDATIONS IN BRIEF

Because the concept of access to public libraries is broad and multi-faceted, the Task Force's numerous ideas and results vary, as do responsibilities for accomplishing recommendations. The following pages include details of these and other recommendations (in alphabetical order by issue).

ISSUE	RECOMMENDATION	RESPONSIBILITY
Attitude	Continuous review of public library policies, procedures and behaviors to insure positive attitudes toward public access	Librarians and trustees of all libraries
	Local public library philosophies of service	Librarians and trustees of all libraries
	See pages 9-12 and "Test Your Attitude" (Appendix A-1)	
Children and Young Adults	Self-evaluation of public library accessibility to children and young adults	Librarians and trustees of all libraries
	Encouragement of parents to help their children enjoy reading	Librarians, CSAG
	Workshops to help librarians improve communication skills and become advocates for service to all	Dept. of Libraries, Vt. Library Assn.
	A booklet of school-public library cooperation successes	Dept. of Education, Dept. of Libraries, VLA, VEMA
	See pages 13-16 and A-9, A-10, A-11	
Cooperation/ Networking	Revision and updating of Vermont Interlibrary Loan Code to reflect technological developments	VLA, VEMA, Dept. of Libraries VALS Tech. Adv. Comm.
	Exploration of possibilities for establishing reciprocal borrowing arrangements with neighboring libraries	Local libraries
	See pages 17-19 and A-8	

Fees	By the year 2000, all people of Vermont will have free access to library and information services	Local libraries
	By the year 2000, all levels of government will accept responsibility to provide free library service to all	State and municipal governments
	Task force on public library funding to suggest ways to reach above goals	Board of Libraries, State Librarian
	See pages 21-25 and A-5, A-6, A-7, A-12	
Image	A year-long publicity campaign to highlight the value of libraries and encourage public libraries to promote materials and services	VLA special comm., Dept. of Libraries
	See pages 27-29 and A-2, A-3	
Physical Barriers	General public library compliance with the Americans with Disabilities Act and the Library Svcs. & Const. Act.	Local trustees and selectboards
	Changes in the Minimum Standards for Public Libraries to reflect the ADA, and Vermont law	Board of Libraries, State Librarian
	Promotion of nontraditional public library services	Local libraries
	Workshops on planning for accessiblity	Dept. of Libraries, VLA
	See pages 31-33 and "Planning for Accessibility" (1991)	
Salaries and Training	Library salaries reflect training, experience and degree of job responsibility and encourage staff development staff development	Trustees, VLA
	Changes in Minimum Standards for Public Libraries to require recertification for library directors and trustee training	Board of Libraries
	Promotion of continuing education opportunities trustees and librarians	Dept. of Libraries VLA/VLTA
	1992 survey of salaries and benefits	Dept. of Libraries
	See pages 35-39 and A-4	

ATTITUDE

Examined by:
Pat Hazlehurst
Ralph Secord
Gail Weymouth

Attitude pervades a whole library. While you may not feel that libraries are intimidating places, many people have grown up feeling that they are. Unfortunately for some, negative notions and stereotypes are reinforced by negative experiences, barriers, inflexible procedures, and similar experiences of peers, friends, and family.

Imagine climbing a set of stairs to get into the library. Once inside, you find the materials arranged in a specific order that doesn't make sense to you or that seems to differ from library to library. Unlike gas stations or grocery stores, no two libraries look alike on the inside. There aren't alway signs to guide you, and, even if you know how to use a card catalog or computer catalog, the information there doesn't always make sense. This is an even larger problem if your reading skills are poor.

With the orderly arrangement of materials come rules - loan periods, fines, fees, etc. - that also vary among libraries. Sometimes library staff give the impression that everyone should already know these rules or library standard operating procedures. Patrons may hesitate to ask for help for fear of looking stupid, but a sensitive librarian could change all that.

Public libraries and their staffs have a lot to overcome in terms of public perception. Much of the stereotype of the public library can be dispelled by positive attitudes toward individual library users and their needs.

Flexibility, respect, and a smile can go a long way toward making a patron feel welcome. Acting knowledgeable but not judgemental or superior can also validate someone's request. Library staffs - even volunteers - often represent the well-educated, literate part of society: people who make and enforce rules; people who aren't always sensitive to diverse needs and backgrounds; quiet people with an innate sense of order; people who own the books they "guard." Today's library must be seen and shared with pride and enthusiasm.

"Any difference which makes a difference" equals information and is the responsibility of the librarian, staff, and trustees. Positive attitudes come from personal satisfaction as well as from a belief in the importance of libraries, reading, and information in everyone's life. **Patrons should not have to work to get reliable, friendly service.**

PUBLIC FIRST

Whether we call them "library users," "patrons," "town residents," "the general public," or even "customers," everyone who is or can potentially be served by your public library is your library's reason for existing. Staff, volunteers, and trustees alike should view patrons as people who deserve fair treatment.

Regardless of age, socio-economic status, health, race, religion, etc., every patron and potential patron of a Vermont public library deserves:

1. full, equal, confidential access to materials and services
2. respect for and recognition of uniqueness
3. positive contacts on all occasions
4. enthusiastic, concerned assistance
5. current, knowledgeable, skilled staff
6. privacy, space and solace when desired
7. flexible, sensitive policies and procedures
8. referrals and loans beyond library resources when appropriate
9. answers to questions and encouragement in formulating questions
10. to be taken seriously and without prejudice
11. all services available whenever the library is open
12. a collection that both satisfies general needs and piques curiosity
13. timely responses to requests, complaints, and problems
14. accurate, nonjudgemental information and answers to questions and requests
15. clean, safe facilities
16. to be able to make suggestions for new services or resources or for changes in procedures
17. a friendly welcome and an invitation to return

RECOMMENDATIONS: ATTITUDE

All public librarians and their trustees should continuously review policies, procedures, and behaviors to insure positive attitudes toward public access. If librarians and trustees feel the need for public access to libraries, they are empowered to take steps necessary to insure that their collections and services are available to all, on an equal basis. They will develop an attitude which puts the public first, breaking down barriers as they go.

"Test Your Attitude" (the handbook appended, A-1) can be used in the following ways:

*librarians and trustees can assess their openness to access individually.

*each library board and its librarian can use the manual as a basis for discussion during a meeting or series of meetings. Attitudes toward each of the barrier issues identified in this report can be considered at separate meetings.

*county- or region-wide meetings of librarians and/or trustees could expand on the quizzes with discussion and scenarios depicting attitudes as presented in the manual.

*libraries could be paired, as with the Envisioning Excellence peer review process, and administer the quizzes to each other, discuss results, and write up a summary of possiblities or ways to improve policies/procedures reflecting attitudes.

All public library boards and librarians should discuss the relevance of "Public First" and should write local philosophies of service.

CHILDREN AND YOUNG ADULTS

Examined by:
Carol Chatfield
Virginia Golodetz
Grace Greene
Marianne Kotch
Julia Landry
Nicky Roth

Lifelong library use is to be fostered by easy, free, welcoming access for children and young adults. Promoting library service to children and young adults is the responsibility of librarians, trustees, communities, and parents. Librarians should create flexible procedures and policies, develop attractive collections and programs, and respect and acknowledge the unique and diverse needs of young people.

A priority recommendation by delegates at the second White House Conference on Library and Information Services was stronger library service to children and young adults. Vermont public librarians concerned about children's services (A-11) cite transportation as the major barrier to public library access by children and young adults. Public librarians should look for creative ways to serve this population more fully throughout their communities. They should consider paying special attention to babies and their parents, home day care providers, and young adults.

Because public librarians are part of the lifelong learning process, they should collaborate with colleagues in schools and from agencies serving children and young adults. These include Head Start, Parent-Child Centers, and others serving children and youth at risk. When a librarian is included in a community activity, s/he is in a position to be an advocate for library services and to integrate the library with the programs that are developed. S/he can also be a valuable resource for information and materials to further the aims of the sponsoring agency.

For children and young adults, regardless of age or grade-level, free, equal access means*:

- receiving full and equal help in finding items, using materials or equipment, or finding answers to questions

- being allowed to borrow anything that anyone else can, including videocassettes, periodicals, etc.

- being able to borrow as many items as other library users

- being assured of confidentiality and privacy in their selection of materials

- being encouraged and welcomed to ask for materials on interlibrary loan, reserve, or special request

- being allowed to use all equipment, including projectors, videocassette recorders, etc.

- being allowed to use open stacks, restrooms, meeting rooms, exhibit spaces, bulletin boards, and other public spaces

- being admitted to all general audience programs

- receiving FAX and computer-based reference services

- being allowed to use historical, genealogical, reference, and other special collections

*based on a list developed by the American Library Association Intellectual Free Committee as part of a draft revision to "Free Access to Libraries for Minors," an interpretation of the LIBRARY BILL OF RIGHTS

RECOMMENDATIONS: CHILDREN AND YOUNG ADULTS

All public libraries should use "Guidelines for Library Service to Children" (Department of Libraries, 1990) in evaluating the accessibility of their libraries to children. The "Guidelines" have been reworked in check-list fashion to encourage their use (A-9).

The Children's Services Advisory Group (CSAG) should work with the Department of Libraries Children's Services Consultant to develop a series of bibliographies to help parents find good books to encourage their children's enjoyment of reading. The booklists should be brief enough to fit on bookmarks and should be reproducible by local public and school libraries. A media campaign to focus on parents' role in promoting reading should be explored and encouraged.

The Department of Libraries and the Vermont Library Assn. should sponsor workshops to help librarians improve their communication skills with children and others who may not be skilled in communicating their library needs. A glossary of "Kidspeak" (A-10) may serve as a catalyst for discussion at such a workshop.

The Dept. of Education, Dept. of Libraries, Vermont Library Assn.; and Vermont Educational Media Assn. should compile and distribute a booklet of school-public library cooperation success stories based on Vermont experiences.

The Vermont library community should sponsor regular multi-day workshops with follow-up activities to empower librarians to become advocates for library services to all ages.

COOPERATION AND NETWORKING

Examined by:

Milton Crouch
Maxie Ewins
Almira Horton
Nicky Roth

Vermont libraries have established strong cooperative ties, beginning with the creation of the Vermont Union Catalog in the 1940's and including the Vermont Resource Sharing Network established in the early 1970's.

The Vermont Automated Library System (VALS), implemented in 1986, has further promoted cooperation and communication among libraries. Most of the state's academic and larger public libraries participate in VALS, which serves as many school libraries as public libraries (80). Most significant is the routine use of VALS by some of the tiniest, most rural rural public libraries. The significant rise in public library materials received on interlibrary loan from other libraries - from 22,695 in 1988 to 31,958 in 1989 - is primarily due to the use of VALS. More impressive is the increase in the number loaned by local public libraries to each other: from 3,840 in 1988 to 6,117 in 1989.

VALS has realized the idea of a "state-wide library card" in a different way. Other states have made library collections freely and easily accessible to all citizens through reciprocal borrowing programs. As automation becomes more universal among Vermont libraries, a physical item like a library card to provide entree into other collections may not be necessary.

New patterns of communication are evolving among Vermont's public libraries. As public libraries installed microcomputers for dial access to VALS, they began to use electronic mail as a vehicle for idea sharing and problem solving among themselves. Several regional microcomputer users' support groups serve as forums for discussion of broader issues.

In addition, several informal groups of librarians around the state meet regularly to share ideas and common concerns. These include groups in Lamoille County, the Orleans Southwest Supervisory Union, Chittenden County, Central Vermont, Franklin-Grand Isle County, and the Eastern Valley of the Connecticut River. A resort libraries group recently formed.

Public librarians are generally more likely to communicate and cooperate with other public librarians than with school librarians or colleagues from related service organizations. Trustee and staff visibility in a community can heighten public awareness of a library's resources and services and can enhance a library's image. Allies include day care providers, churches, service clubs, Scouts, Vermont Adult Basic Education, Chambers of Commerce, Community Action Councils, etc. Cooperative ventures with local businesses can also be valuable to promoting local library use.

RECOMMENDATIONS: COOPERATION AND NETWORKING

The Vermont Interlibrary Loan Code, adopted by vote of the membership of the Vermont Library Association in May, 1978, should be revised and updated to reflect technological developments in the state's interlibrary loan process (A-8). The Vermont Educational Media Association and the Department of Libraries should also participate in revising the statewide interlibrary loan code.

Public libraries should continue to explore possibilities for establishing reciprocal borrowing arrangements with neighboring libraries. At the same time, they should insure that any arrangements do not restrict access to any segments of the population.

THE FEE VS. FREE DILEMMA

In addition to conducting a survey of what fees Vermont public libraries charge (A-5) and holding a Speak Out on Fees (A-6), the Access Task Force discussed the "fee vs. free" issue with librarians and trustees around the state and at its meetings. The debate over the merits and realities of various fees is a perennial subject in library literature (A-7).

The Task Force found that few librarians strongly support charging fees for service. Because of their commitment to serving as broad and wide a population as possible, most Vermont public librarians and trustees who institute fees do so without enthusiasm but out of necessity.

The debate over fees for non-resident borrowers was an important impetus for constituting the Access Task Force. Vermont librarians and their trustees wanted guidance in dealing with this complex and emotional dilemma. The Task Force has been careful not to focus exclusively on the issue in order to insure other access related issues were considered and could be brought before the Vermont library community. Nonetheless, we feel that resolving the non-resident fee issue is important to broadening public access to library services and resources. Many rationales have been put forth about why such fees are necessary, and it is clearly a complicated issue. The fact remains that **when a public library charges a fee, it conveys a message that does not encourage general access** to its materials, facility, or services.

Public library fees are born out of practical considerations and a desire to provide quality service without causing an undue burden on local taxpayers. In an era of shrinking public coffers, local government officials view non-resident borrowers' fees as both an equitable charge and an alternative source of revenue. Some public libraries' operating budgets depend heavily on non-resident borrowers' fees. Non-resident fees act as an obvious barrier to the disadvantaged residents of small towns and to residents of towns with small libraries.

While only 14% of Vermont public libraries surveyed (A-5) charge return postage for interlibrary loan, several responded that they are considering charging because interlibrary loan use and postage continue to increase. Such a trend is alarming, because remote access to information, not ownership, is a growing reality of library service. Charging for interlibrary loan return postage presents a new barrier to everyone, including local taxpayers.

What fees will be next? Some libraries around the country already charge for videotape borrowing, on-line database searching, and reference service to local businesses. Will librarians, once standard bearers for free public access to information for all, become "storekeepers," as Milo Nelson of Wilson Library Bulletin and John Berry of Library Journal caution?

In his book, The Fee or Free Decision (Neal-Schumann, 1989), Pete Giacoma states that charging fees for service is not just a library issue; it is a public policy issue. What will be the long term impact of Vermont public libraries' depending on fees to provide revenue for general operation? Will the fees we charge drive our decisions about what services we provide or what materials we offer? Further, will those fees begin to drive Vermont libraries' professional goals and priorities?

Public Library Funding

It is true that "nothing is free" and equally true that public libraries have a long tradition of underfunding that makes charging fees attractive and, in some cases, imperative. Perhaps, as Sally Reed suggested in her August, 1989, VLA News article, Vermont librarians and trustees should set aside the emotional side of the fee vs. free dilemma and work together to attack the real problem: inadequate public library funding.

Public library service and public support for that service are extremely disparate throughout the state. Even though the public dollar funds fewer services each year, public libraries have traditionally received a relatively small portion of public tax funding. Although public libraries in most other states are primarily tax supported, Vermont's many libraries rely on a divergent mixture of tax support, endowment interest, and community fundraising.

The public is unaware of how public libraries are funded or how they use funds. Residents of towns with endowed libraries may suspect that their libraries have more funds than they report. A perpetual myth about public libraries is that they rely on fines to operate.

What are the Issues?

Balancing the desire to eliminate barriers (fees) with the need to keep Vermont public libraries on solid financial ground is tricky. The Task Force discussed a number of ideas that might help libraries eliminate fees, particularly for non-resident borrowers, while also assuaging the funding crunch:

1. Reciprocal borrowing plans - state/county/regional library cards

2. State aid to "equalize" support

3. Appropriations to larger libraries from towns without libraries or towns with inadequate libraries

4. A statewide professional fundraiser to help boards raise the difference in funds lost by not charging fees

5. A tax contribution (as for the Wildlife Fund or for elections) for public libraries

6. A level of funding (a set per capita amount or percentage of Grandlist) that every town must contribute to public libraries, either in its own town or in another town, with State Aid contributions after that level is met

In considering these and any other alternatives that might be suggested, the Vermont library community should weigh the needs of the public with the concerns of libraries large and small. An effort should be made to avoid polarizing small and large libraries, professional and certified librarians, trustees and librarians. All concerns should be addressed, and all alternatives should be thought through before a consensus about the future can be reached.

The survival of Vermont's public libraries relies on the development of a clear plan for adquately funding all public libraries without fees.

TASK FORCE RECOMMENDATIONS: FEES

By the year 2000, all Vermonters should have free and equal access to public library and information services. By the year 2000, all levels of Vermont government should accept the responsibility to provide free and equal public library and information service.

In order to meet these ideals, the Vermont Board of Libraries should constitute a Task Force to address the issue of future public library funding and make recommendations for improvement at all levels. The work of the Public Library Funding Task Force should be supported by all local public libraries and the Vermont Library Association (A-12).

In addition, each local library board of trustees should strive to achieve the goal of a fee-free year 2000 for local residents of all ages by examining the relative value of the fees currently charged and by developing alternatives.

IMAGE

Examined by:
  Sally Anderson
  Hilari Farrington
  Carol Ethier
  Amy Howlett

Good public relations can help people use and appreciate libraries more. Vermont's public librarians should develop public relations materials that tout good library service and that attract new library users.

Some people carry negative images of public libraries with them: the librarian who frowned and insisted on silence; the citadel of intellect and moral righteousness; the forbidding building reached by steep stairs; the stiff penalties for those who returned their books late or who lived beyond the town. These images change as people encounter positive, useful library service.

Librarians and trustees need to sell their product! Equally important, the public must come to the library with a set of enhanced expectations of libraries as valid and important town information services.

TASK FORCE RECOMMENDATIONS: IMAGE

A year-long publicity campaign should highlight the value of libraries and promote use of public library materials and services. The campaign should include:

- a media campaign (A-2) consisting of 12 articles written by Vermont personalities to focus on reading and the importance of books in the lives of Vermonters. The articles would be mailed to all Vermont newspapers, particularly free weeklies widely distributed locally. Each article would include a uniform logo, biographical information about the personality, and a photograph. The personalities would be encouraged to address, in his or her words, reading, books, libraries, learning - any or all of these. The articles would be available for use in DOL/VLA/VEMA materials, individual library newsletters, radio spots, or other PR efforts to reach all Vermonters.

- a brochure (A-2) promoting Vermont libraries with famous quotes, "what Vermont libraries have to offer you," phone numbers for information, and facts about libraries and their history. One panel would be blank for local libraries to personalize or use as a mailer. Audience: Vermonters, tourists, legislators, possible gift donors, selectmen, parents, schools. Impact: raise awareness of activities already happening in libraries, stimulate thought about what libraries have to offer each individual.

- a Vermont Library Association special committee to coordinate the production and distribution of these two promotional efforts. Members of the Access Task Force image subcommittee are willing to act as the core for this special VLA committee. They have already developed a draft letter to personalities, a suggested lists of newspapers and personalities, a draft brochure, and budget estimates for production and distribution (A-2). The subcommittee has also begun to identify effective groups within the Vermont library community which can seek out and supply financial support, with VLA's professional guidance and consistent effort, in order to see the project through.

- a program booklet (A-3) for use by any public library to be developed by the Department of Libraries. Each of 12 ideas (one per month) would include a theme, press release, suggested speakers, display ideas, clip art, and bibliography. The primary audience would be the librarian, and secondly the adult audience in a community. (Good children's programming ideas are already made available each summer through the Department of Libraries; there is no similar packet currently sent to public libraries.) Such a booklet would provide readily available information for creating broader, more diversified adult programming and for bringing new audiences in to see what libraries provide in addition to the programs.

PHYSICAL BARRIERS

Examined by:
Judith Dickson
Marianne Kotch
Albert Stevens

Everyone in a town should have access to public library materials and services as well as to the experience of the public library. Coming to a library offers patrons much more than simply a chance to check out books and other materials. Patrons can browse, interact with other patrons and staff, attend programs, look at displays, flip through magazines, look up information in reference materials, and receive a whole range of personal services.

Even though many Vermont libraries offer home delivery service to expand the availability of materials to those for whom the library is inaccessible or who can't get there, home delivery simply isn't the same experience. And librarians agree that home delivery does not reach as many people as need the service.

When one's range of activities is limited, those that are available - such as reading, listening, thinking - can be even more important to the quality of one's life. Disabilities can be isolating, but they don't have to be. Public libraries can provide a real service by including people with disabilities in the everyday life of their communities.

We are all differently abled. No matter what our abilities, we all can and should participate in our communities and have opportunities to use our minds. Even if we are able-bodied now, we may become disabled at some time in our lives, especially as we age. Access to public services is a citizen's legal and civil right.

In 1988, only 67 Vermont public libraries claimed to be physically accessible; that is, people with disabilities could get into the buildings. But could they get around once inside? How much of those libraries could they actually access?

State and federal laws require public buildings to be accessible to everyone. Most notably, the Americans with Disabilities Act takes effect January 26, 1992, and has far-reaching implications for public libraries, whether municipal or incorporated. In May, 1991, the Department of Libraries published Planning for Accessibility and sponsored workshops to help librarians and trustees plan for compliance with the ADA. Copies of the handbook are still available from the Department of Libraries.

TASK FORCE RECOMMENDATIONS: PHYSICAL BARRIERS

All public libraries should comply with the Americans with Disabilities Act and Vermont law. Local librarians and trustees should:

- educate themselves about laws and regulations
- identify obstacles that limit access
- develop written plans for accessibility
- make small physical changes immediately
- offer accommodations to people with disabilities who want or need services
- meet with selectmen to discuss accessibility
- identify community and state resource people
- visit other libraries and places that are accessible

The Minimum Standards for Vermont Public Libraries should be revised to reflect the Americans with Disabilities Act and Vermont law, particularly that

- no qualified individual may be excluded from participation in, be denied benefits of services, programs, or activities of, or be subjected to discrimination by a public library on the basis of disability; and

- all public library facilities, services and communications should be consistent with Section 504 of the Rehabilitation Act of 1973; or

- all public libraries should develop plans for compliance with ADA

Public libraries should widely promote the availability of nontraditional services, particularly outreach and computer access, to supplement, but not supplant, fully accessible library facilities.

The Department of Libraries and the Vermont Library Association should continue to sponsor workshops at least annually on issues related to planning for accessibility.

TRAINING AND SALARIES

Examined by:
Peter Blodgett
Jean Conklin
Margaret Igleheart
Russell Moore

A public library is only as good as the people working in it. A superb collection can fade away on the shelf if no one on the staff knows how to find it or use it. The quality of collection development is limited to the knowledge and experience of the person doing the buying for the library. The best use of tax funds is dependent on the training and development of all library staff. Good training is the foundation from which a librarian makes selection and access decisions.

The prevalent public attitude that "anyone can be a librarian" reflects poorly on the profession and continues to discourage trustees struggling to improve salaries for their libraries. Even trustees sometimes can be accused of holding the attitude that "anyone can do the job," and their hiring practices reflect this perception. The success of the librarian-staff-trustee "team" in meeting its access goals requires mutual support and an undertanding of the elements of good service.

Training for both staff and trustees is an excellent investment. Torn between maintaining the library on a limited budget or employing an seemingly expensive and well-trained librarian (whose cost will only increase over time), many trustees choose the former because their main concern is developing funding for the provision of library service. Trustee training can emphasize the results of investing in properly trained library personnel and can help trustees determine realistic expectations for staff. While librarians, their staffs and boards need basic training to perform their specific jobs, because the library world is changing so rapidly, they also need to be kept aware of developments and learn new skills.

In Vermont, there are some workshops and continuing education courses focused on library needs, but many people working in libraries get little encouragement or support to attend. Many have to find substitutes and pay for them from their own earnings as well as pay the cost of transportation and tuition. There is little incentive to improve when there is rarely any financial reward for further education. There is also a lack of awareness among some associated with public education that learning is a lifelong and justified investment.

If trustees want the best person behind the desk to manage a vital, multi-faceted service agency, then public library salaries must also improve to attract and keep the motivated, curious, welcoming, attentive, patient, expert librarians that assure public library access.

A librarian with an MLS can rarely be tempted to relocate to Vermont where salaries are among the lowest in New England.and where few public libraries offer pension plans or other benefits. Almost 95% of the current graduates of library schools in New England are looking toward special or academic libraries for employment because the public libraries offer low beginning salaries, minimal benefits, few prospects for advancement, and little hope for financial security even after decades of service. Any experienced, credentialled librarian wishing to work in Vermont is more attracted to school, academic, or special library positions.

Has there ever been a better idea than the public library? To be able to work toward improving this "better idea" is an exciting prospect to many. Salaries which encourage lifelong training, improvement, and commitment will allow people the chance to live with dignity and independence.

"TEAM" NEEDS FOR SKILL AND KNOWLEDGE

Librarians and trustees should work together as a team and together should demonstrate expertise that includes :

basic library procedures
a profession-wide philosophy
trends in librarianship
trends in information processing

a sense of the norms of the community being served
the world beyond the community
how to manage an organization

a sense of the world of books, literature, information, information tools and their content
how to choose library materials
library resources beyond the library

how to arrange space to be helpful
care of a library's physical plant and grounds

awareness of support systems (ILL, VALS, etc.)
computer literacy

how to work with the community to improve the support of the library, to mobilize people
fundraising
programming
how to connect with local colleagues

intellectual curiosity
motivation and willingness to connect people with books, ideas with situations, and to find creative solutions to problems

TASK FORCE RECOMMENDATIONS: TRAINING AND SALARIES

Training

The Minimum Standards for Vermont Public Libraries should be revised to include:

a. the requirement of recertification credits beyond the present either 150 Dept. of Libraries credits or MLS degree for certification for library directors. The requirements would include three (3) academic credits in library related courses or 30 hours of continuing education credits (workshops, seminars, preconferences, etc.) recognized by the state certification board for every five (5) years of service.

b. the requirement of training for trustees, with a minimum requirement that 75% of the board members of each public library attend at least one training session every two (2) years. This obligation should be stated clearly as part of a trustee's responsibilities before becoming a member of the library board and a criteria for continuing in that capacity.

Continuing education opportunities for librarians and trustees should continue to be offered by the Department of Libraries, and the Vermont Library Association should be encouraged in its plans for professional training beyond that offered by the Department. Approval for continuing education credits should continue to be at the discretion of the Certification Board. The VLTA should become involved in the training of new trustees and should continue to explore cooperation with town officer training provided around the state. Developing long range plans of service ("Envisioning Excellence") should be encouraged as a continuing education opportunity for librarian-staff-board teams.

A resource list of available library-related courses and workshops should be compiled regularly through the cooperation of the Department of Libraries, the Vermont Library Association, and the Vermont Library Trustees Association to promote and encourage wide participation in continuing education.

Salaries

Library salaries should reflect training, experience, and degree of job responsibility and should encourage staff development. Libraries should consider adopting a professional schedule similar to the one in A-4 or a schedule developed locally that is on par with local salaries for comparable work in the community. Library clerks and support staff should be paid wages at least equal to those for comparable positions in the community. In all cases, the minimum wage laws should be observed.

The Department of Libraries should conduct, as planned, a survey of library personnel salaries and benefits during 1992.

A PHILOSOPHY OF ACCESS

Examined by:
Peter Blodgett
Virginia Golodetz
Patricia E. Klinck
Julia Grimes Landry
Justyn Moulds

More than ever before, access to library and information service depends on knowledgeable, committed, thoughtful library staff and trustees. Public librarians are key to providing the necessary links between community members and library services. They and their boards are also vital to creating links between available resources and the community.

Several excellent pieces about a new or revised focus for public library service have been written, including "The Public Library: Democracy's Resource; A Statement of Principles," adopted by the board of the Public Library Association in 1982. Several libraries, both in Vermont and elsewhere, have developed "Customers' Bills of Rights," operating principles that articulate how patrons are served.

Recently, some librarians and trustees have voiced concern about the possible loss of "traditional library service" as use of technology grows. "Service" varies from user to user. Some users may be dissatisfied with the lack of access to information; others may be unhappy with the breadth of library materials available at their hometown libraries.

Every public library board and staff must work together to write a philosophy of service in view of the changes our society and, thus, our libraries are facing. A vital part of each library's mission statement, such a philosophy should include a commitment to "free and equal" access to all residents and a recognition of the interdependence and unique roles of all Vermont libraries.

This concludes the work of the Access Task Force, but it is clear that the work of Vermont's public librarians and trustees is just beginning. Careful consideration of local definitions and standards for "service" and "access" are vital if Vermont's public libraries are to meet the challenges of the future.

ACCESS CHRONOLOGY

Oct., 1989 - Board of Libraries establishes task force
Charge developed
State Librarian appoints members

10/12/89 - VLA fall meeting. Topic: Access.

10/26/89 - Organizational meeting of Access Task Force.
Subsequent meetings: 12/13/89, 3/15/90, 6/12/90, 9/11/90, 11/30/90, 4/30/91, 6/26/91, 9/24/91, 11/23/91
Subcommittees formed 6/12/90

4/3 & 10/90 - "Perceptions" workshop addresses stereotypical thinking and welcoming diversity. Repeated in October for managers of larger libraries.

Oct., 1990 - VLA Public Library Section meeting on Americans with Disabilities Act

Jan.-Feb., 1991 - Survey on public libraries fines and fees
Publication: "What Do Vermont Public Libraries Charge?"

4/16/91 - "Speak Out on Fees"
Publication: "Testimonies on Fees"

5/4 and 5/11/91 - "Planning for Accessiblity" workshops and debut of accompanying manual
Modified workshop presented at VLA conference 5/22/91

May-June, 1991 - Survey of children's librarians

December 17, 1991 - Report and suggestions for implementation submitted to Board of Libraries

STATE OF VERMONT DEPARTMENT OF LIBRARIES

ACCESS TASK FORCE

Charge

This task force will examine all of the various issues that affect individual access to public libraries in Vermont and will analyze factors inhibiting and promoting access to encourage maximum use of public libraries and access for all Vermonters. Issues to be addressed include:

*economic barriers, both in terms of libraries' ability to serve and individuals' ability to use services

*educational barriers, including who libraries serve; materials, services and formats provided; literacy's affect on service and on libraries' willingness to serve; alternative delivery

*social barriers, such as library services, including referral, to the poor, the homeless, and the disenfranchised

*attitudinal barriers, particularly how libraries treat people who are different, e.g. with long hair or dirty hands, and how libraries stereotype users' behavior, e.g. children and the mentally ill

*physical barriers, not only for the handicapped, but also for others with mobility problems such as parents with strollers and the elderly

*geographical barriers, including mobility of people and of services

This is the most important policy issue the Department of Libraries has addressed in a generation. Current and evolving library automation and technology can and should facilitate access, but stereotypical thinking, rigid rules, and static procedures may still hamper the public's full use of Vermont's libraries.

This task force parallels Vermont's pre-White House Conference '91 activity, public reading discussion programs in 25 to 50 libraries on the topic of information access. The task force will address many, if not all, of the issues to be discussed by the general public in these programs. Both the programs' discussion and the task force report will provide Vermont's delegation with important background for the White House Conference.

A task force's tendency is often to want to develop a finished product quickly, to suggest solutions before fully identifying problems. Usually such a "quick fix" focuses solely on money as the answer to problems. I urge this group to identify problems carefully and thoroughly before looking at alternative solutions at a variety of levels - local, regional, or state - and then making recommendations to the Board of Libraries. The target date for the task force's report to the Board is May 30, 1991.

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The following resource people also helped with parts of this project:

Carol Chatfield, Rutland Free Library
Chip Epperson, Vermont League of Cities and Towns
Grace Greene, Children's Services Consultant, Dept. of Libraries

APPENDIX

TEST YOUR ATTITUDE: A GUIDE FOR LIBRARIANS AND TRUSTEES

By:
members of the the Board of Libraries
Access Task Force
Pat Hazlehurst
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December, 1991

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Attitude pervades a whole library. It stems from trustees to the librarian they hire to the staff and volunteers that often are a patron's first contacts. All public librarians and their trustees should continuously review policies, procedures, and behaviors to insure positive attitudes toward public access.

This guide includes quizzes and information which can be used in the following ways:

*librarians and trustees can take the quizzes that follow to assess their individual openness to access.

*each library board and its librarian can use the quizzes and information for group discussion during a meeting or series of meetings. Attitudes toward each of the barrier issues identified in the Access Task Force's Final Report (December, 1991) can be considered at separate meetings.

*each library board, librarian, and staff can use the outcomes of the quizzes and other information in this guide to develop a philosophy of service for the library.

*county- or region-wide meetings of librarians and/or trustees could expand on the quizzes with discussion and scenarios depicting attitudes as presented in this guide and in the Access Task Force Final Report.

*libraries could be paired, as with the Envisioning Excellence peer review process, and administer the quizzes to each other, discuss results, and write up a summary of possiblities or ways to improve policies/procedures reflecting attitudes. If your library would like to be assigned an "access peer," call Marianne Kotch, Department of Libraries (828-3261).

THE QUIZZES

How do we cultivate attitudes which insure the best possible library service to Vermonters? To remove any barrier that prevents the fulfillment of purpose, it is necessary to recognize that there might be barriers. These questionnaires for librarians and trustees are designed to stimulate discussion and awareness of possible negative attitudes in your library that could be limiting access.

The following pages include two quizzes, one for librarians and another for trustees. Answers to each self-test are included so that you can score yourself. There are five copies of the trustees' quiz, but feel free to make as many multiple copies of the quiz as you need.

HOW'S YOUR ATTITUDE?
Librarian's Quiz

It's no shock to a librarian that your attitude directly affects your patrons and performance. Simple eye contact and a smile can go a long way toward making a patron feel at ease. But just how positive is your attitude? Take this simple quiz and see for yourself.

Answer as closely to accurate response:

5	4	3	2	1
always	almost always	sometimes	almost never	never

1. Do you or your staff attempt to acknowledge each patron either by greeting them, making eye contact or smiling?

5 4 3 2 1

2. Do you listen carefully and completely to a patron before replying?

5 4 3 2 1

3. When your desk is piled high with work do you provide the same quality of service to a patron?

5 4 3 2 1

4. Do you offer all patrons interlibrary loan if materials are not available locally?

5 4 3 2 1

5. Do you believe all patrons (youngest to oldest) should have equal access to library services?

5 4 3 2 1

6. Does a shy patron get the same service as an assertive patron?

5 4 3 2 1

7. A patron in a dirty jacket and stringy hair gets the same service as a patron in a designer jacket.

5 4 3 2 1

8. In conversation do you say

   a. "my library..."

   b. " our library..."

   c. "the library..."

9. A child is at the desk asking you a question; his parent walks up and asks a different reference question as you are working with the child. Do you

   a. Stop and answer the parent's question first.

   b. Quickly finish with the child and answer the parent's question

   c. Tell the parent that you will be right with him after you've answered the child's question completely

10. A patron asks where the cookbooks are. Do you

   a. point them to the card catalog?

   b. tell them the Dewey number?

   c. take them to the stacks?

11. A normally quiet teenage patron starts to shout obscenities while in the stacks. As you approach he suddenly acts embarrassed and starts to hurry away Do you

   a. firmly tell him his behavior is inappropriate and ask him to leave the library?

   b. ignore it and hope he doesn't return?

   c. ask him if you can be of some assistance?

12. The library has recently been forced to cut its budget; On an unusually quiet day a patron who is very vocal in his criticism of the library calls with a time consuming reference question. Do you

   a. tell him he has to come into the library to do the research because it takes too much of your time?

   b. give him the number of a larger area library?

   c. answer his question as you would any other telephone reference question.?

13. The 8 year old child of a friend of yours wants to take "Forever" by Judy Blume. Do you

a. Tell the child it is not age appropriate?

b. Check it out to the child, and then speak to your friend in private suggesting that (s)he read the book first?

c. Check the book out to the child. ?

14. The library is a very old building, and it would be expensive to make changes. Do you think it is really necessary to become physically accessible to the disabled for just a few people?

a. no b. maybe c. yes

15. New federal laws mandating physical access for the disabled are now in effect. We will...

a. justify our present condition because our building needs to be historically preserved.

b. institute a new and/or better outreach program.

c. plan for changes that make our building more accessible.

16. Fees are a barrier to access, but revenue is needed The library will:

a. continue to charge fees or institute fees because of needed income

b. examine the cost effectiveness of fees which are now being charged.

c. not have any charges for library service because it limits access.

SCORING:

For questions 1-7	Add 5 points for each 5 circled Add 4 point for each 4 circled Add 3 points for each 3 circled Add 2 points for each 2 circled Add 1 point for each 1 circled
For questions 8-16	Deduct 5 points for each A answer Add 5 points B answer Add 10 points for each C answer

Tally your score and see how you did:

122-125	YOU ARE TOO GOOD TO BE TRUE
103-121 points	You have a good attitude. You are thoughtful and aware that your #1 priority is to serve the needs of the patron regardless of age, sex, race, and economic background. By evaluating a situation before acting you are aware that things are not always as they appear on the surface. You recognize the importance of making the public feel ownership in the library. While acutely aware that political savvy is a necessary attribute when dealing with library funding, you try not let your critics affect your performance. Maybe you would be willing to share your talents with other librarians!
80-100	You are an honest person who is not adverse to criticism. You are aware that you often respond differently to a given situation. While it is important to be flexible in your job; a consistent attitude is vital to serving the public. Go back and see where you're strengths and weakness are. A "Perceptions" workshop offered by DOL will heighten your awareness. Check out the bibliography and see what resources might provide assistance at honing your skills.
79 and below	Whoa! Lighten up... You need an ATTITUDE ADJUSTMENT. Book the video, Tales of Plateauing, immediately. Visit other libraries as a patron, and see how it feels to walk in their shoes. Read sources in the bibliography or... switch professions!

HOW'S YOUR ATTITUDE?
Trustees' Quiz

As an active trustee of your library, you are probably already aware of your duties and responsibilities to the library and the community you serve. This self-test of attitudes you may (or may not) have about library service is **not** a complete survey of the contributions you make to your library. It is merely a spot check of issues related to public access.

Although the correct answers (listed at the end of the quiz) may seem obvious, please use the questionnaire in a group meeting to stimulate ideas for discussion about what public access to library service means in your library.

1. People in the community tell me the library should be doing more to encourage access to the library. They say we should be more responsive to the community, offering more programs for all ages, publicizing the library's services, and working cooperatively with other town agencies. I will improve this situation by:

    (a) "Envisioning Excellence," formulating and implementing a plan which is responsive to the community we serve.
    (b) Implementing new programs myself.
    (c) Saying "we can't please everybody" and "times are tough."

2. When I was in the library there was a patron speaking in a very loud voice to the librarian. I reacted by:

    (a) Asking the person to leave.
    (b) Giving the patron a disapproving stare.
    (c) Reminding myself to ask the librarian about the situation at a later time.

3. Because a friend in the community objected to a book her child selected from the adult colleciton, I needed to take some action in response to her complaint. I did the following:

    (a) Asked my friend to speak to the librarian about her complaint because we have a policy for complaints, and also told the librarian about my action.
    (b) Told the complainant that I would have the book removed from the shelves.
    (c) Told the librarian not to allow children into the adult section of the library.

4. My neighbor tells me there are people in town who are unable to use the library because of physical barriers (e.g., stairs). I respond by telling him/her:

(a) We have an historical building that can't be altered.
(b) It would be too expensive and we are too small to make alterations.
(c) "There is only one person in town with a wheel chair."
(d) We must begin planning for accessibility, get cost estimates and study possibilities to fund a project in stages.

5. I know some people in the community who prefer or need books and materials that the library does not purchase. Because there are budget and space constraints, I:

(a) Tell the librarian s/he should buy these books for the people who have told me what they want.
(b) Tell these people they will have to purchase these books for themselves.
(c) Suggest that these people borrow the books using inter-library loan. The cost of postage is certainly less than buying every book that is required.

6. It is my responsibility to insure that the library is responsive to library users and non-users alike; that the community is aware of library offerings. To encourage this attitude, I:

(a) Speak positively at the library any time I meet people in town.
(b) Encourage non-users to visit the library.
(c) Use the library myself, borrow materials, and attend some programs so that I am aware of the current "climate" there.
(d) All of the above.

7. The librarian wants to insure that there are no fees charged anyone for public library service. Since funding for the library is a trustee responsibility, I see the possibility of charging fees as one way to supplement the budget. I give this possibility serious consideration by:

(a) Gathering statistics of amounts to be collected, cost effectiveness (amount of additional income possible versus time and paper work involved in collection).
(b) Collecting fees because it would be additional income for the library and restrict library usage to those who can afford the privilege.
(c) Recognizing that a public library should offer non-fee service for all and that this policy contributes to the town by attracting non-residents to participate.

8. Awareness of issues and challenges facing the library today (i.e., barriers to access and use of advanced technology) can best be addressed by:

(a) Keeping myself informed of the issues and challenges and hiring an enthusiastic, trained librarian who would be required to take continuing education to meet these challenges.
(b) Relying on volunteers to tackle these issues.
(c) Having each trustee handle one of these issues.

9. When people tell me they have difficulty getting to the library during non-working hours, I respond with:

(a) "Maybe you should send a friend who doesn't work to get things for you."
(b) "Our librarian can only work during regular work week hours. We pay her too little to ask for more."
(c) "We should take a look at the present hours open and make sure they are the most suitable for our community."

10. Which do you think is the most important trait for a trustee?

(a) Sense of humor.
(b) Love of reading.
(c) Flexibility and open mindedness.

Best Answers

1. a
2. c
3. a
4. d
5. c
6. d
7. c
8. a
9. c
10. c

ATTITUDE MATTERS

Today's library must be seen and shared with pride and enthusiasm. "Any difference which makes a difference" equals information and is the responsibility of the librarian, staff, and trustees. Positive attitudes come from personal satisfaction as well as from a belief in the importance of librares, reading, and information in everyone's life.

Imagine climbing a set of stairs to get into the library. Once inside, you find the materials arranged in a specific order that doesn't make sense to you or that seems to differ from library to library. Unlike gas stations or grocery stores, no two libraries look alike on the inside. There aren't always signs to guide you, and, even if you know how to use a card catalog or computer catalog, the information there doesn't always make sense. This is an even larger problem if your reading skills are poor.

With the orderly arrangement of materials come rules - loan periods, fines, fees, etc. - that also vary among libraries. Sometimes library staff give the impression that everyone should already know these rules or library standard operating procedures. Patrons may hesitate to ask for help for fear of looking stupid, but a sensitive librarain could change all that.

Public libraries have a lot to overcome in terms of public perception. Much of the poor image of the public library can be dispelled, however, by positive attitudes toward individual library users and their needs. Flexibility, respect, and a smile can go a long way toward making a patron feel welcome. Acting knowledgeable but not judgemental or superior can also validate someone's request.

Library staffs - even volunteers - often represent the well-educated, literate part of society: people who make and enforce rules; people who aren't always sensitive to diverse needs and backgrounds; quiet people with an innate sense of order; people who own the books they "guard."

A current, clean collection of books and materials, a beautiful historic building, and state of the art hi-tech capabilities are useless unless the librarian, staff, and trustees know and show an attitude that the public has a right to access it all.

Patrons should not have to work to get reliable, friendly service.

PUBLIC FIRST

Whether we call them "library users," "patrons," "town residents," "the general public," or even "customers," everyone who is or can potentially be served by your public library is your library's reason for existing. Staff, volunteers, and trustees alike should view patrons as people who deserve fair treatment.

Regardless of age, socio-economic status, health, race, religion, etc., every patron and potential patron of a Vermont public library deserves:

1. full, equal, confidential access to materials and services
2. respect for and recognition of uniqueness
3. positive contacts on all occasions
4. enthusiastic, concerned assistance
5. current, knowledgeable, skilled staff
6. privacy, space and solace when desired
7. flexible, sensitive policies and procedures
8. referrals and loans beyond library resources when appropriate
9. answers to questions and encouragement in formulating questions
10. to be taken seriously and without prejudice
11. all services available whenever the library is open
12. a collection that both satisfies general needs and piques curiosity
13. timely responses to requests, complaints, and problems
14. accurate, nonjudgemental information and answers to questions and requests
15. clean, safe facilities
16. to be able to make suggestions for new services or resources or for changes in procedures
17. a friendly welcome and an invitation to return

By Carol Chatfield
Rutland Free Library

KIDSPEAK

Children often ask for things without realizing that they want or need something quite different from that which they are asking.

How would you have answered these questions?

1. "Where do I find a book about oceans?"

Is your patron interested in general books about oceans, or is this really a request for report information about a creature that lives in the oceans (whales and their characteristics, for example)? Asking a few questions will help to determine the specific type of book likely to contain the desired information.

2. "Do you have a book about George Washington?"

Is the child's assignment to read a biography about George Washington, or is he/she actually looking for enough information to write one page about the man? Often an encyclopedia or other source would be an easier way to get at the needed information. A request for a book often translates into a need for something more specific.

3. "Where are the third grade books?"

Since libraries do not arrange books by grade levels, it is necessary to ask questions to determine what kind of books the reader is comfortable with in order to suggest books of similar difficulty to the child. A knowledge of the collection is vital in order to match the child's reading level to an appropriate book.

4. "What's a good book after you've read CHARLOTTE'S WEB?"

Reader's advisory, or the ability to do on the spot booktalking, requires familiarity with the collection. You cannot sell what you have not read, and printed bibliographies are no substitute for a candid appraisal of books which you yourself dearly love.

5. "Do vou have number 58 in the Sweet Valley Twins series?"

If the series title is not used in the book title, or if the main character (Waldo, for example) is not the first word in the title, the child will have no success locating them in the card catalog unless you make entries under the series name.

Since reading the series from start to finish is often the child's goal, entries by series number can also be very useful.

6. "Do you have any easy chapter books?"

Adults may call these children's novels, but to the child graduating from easy books to longer, more difficult works they are generally known as chapter books. This makes it clear that the reader is past the need for simple plots and lots of pictures. A list of books suitable as transition books is extremely useful for anyone serving the primary age youngster. (A list to use as a starting point is available from Grace Greene at the Children's Book Exhibit Center.)

7. "Where are the predictable books?"

Adults working with pre-readers are fond of these books, which have a pattern that repeats itself so the reader is able to predict, or guess, what will happen next in the pattern. A short list of predictable books may be found in THE NEW READ-ALOUD HANDBOOK BY JIM TRELEASE (Penguin Books, 1989).

Matching children to the information or recreational reading that is both appropriate to their reading level and relevant to their needs is a challenging endeavor requiring:

1. Respect for the child and his or her request. No matter how unusual or irrelevant that request may seem to us, it is important to the child or it would not have been asked;

2. The ability to engage in conversation with the child (the same as you would any other patron) to make sure that you understand exactly what the child is asking for; and

3. A firm knowledge of your collection.

Kids do speak in terms not always used or understood by adults, but the gap can be breached by listening to what they have to say.

DEVELOPING A PHILSOPHY OF SERVICE

A written philosophy of service is one means to promote consistent public access. It is normal and healthy for every staff member to hold diverse values and opinions. Nonetheless, a library board and its director will want to come to a consensus about service attitudes so that users encounter consistency.

Many libraries have written philosophies of service. Three examples from Essex (Vermont) Free Library, Iowa City (Iowa) Public Library, and Salt Lake County (Utah) Library System follow. Your library should also feel free to incorporate any language from "Public First" in your service philosophy.

SERVICE PHILOSOPHY

THE PRIMARY GOAL OF THE LIBRARY STAFF IS TO PROVIDE OPTIMAL LIBRARY SERVICE TO EACH INDIVIDUAL IN A CARING MANNER.

POINTS TO CONSIDER

1. Liabrary Atmosphere
    a. All patrons should be greeted cordially upon arrival with direct eye-contact, a friendly smile and a few encouraging words
    a. Patrons should find a friendly, accessible, thorough and encouraging staff to enable their library search
    b. Staff should intuitively offer services to hesitant or unsuccessful patrons without being requested
    c. All staff should work to erase the stereotypical "library/librarian" image
    d. Patrons, of all ages, should feel encouraged and enabled by both the staff and the collection

2. Respect for Patrons
    a. Zealously guard a patron's right to confidentiality of thought, circumstance, need and interests
    b. Appreciate the patron's need for space, privacy and quiet where desired.
    c. Regard the borrower files as private (and privileged) information
    d. Avoid overhearing personal conversations, whenever possible, between patrons
    e. Refrain from discussing, outside of the library staff, "incidents" of an embarassing or disconcerting nature which may occur to patrons during their library visits
    f. The patron should ideally leave having gained both the information that initially brought them through the library door and a friend

Respect for Other Workers
    a. Bring your enthusiasm, energy and ideas to create a helpful and encouraging environment, in which everyone can accomplish their tasks
    b. Be available, flexible and sensitive to fluctuations in areas of demand--circulation, reference, phones, book processing
    c. Share common tasks, unasked--overdues, general housekeeping, filing, book drop
    d. Perform your job professionally and enjoy the successes, the people you get to know and work with
    e. Be receptive to both offering and implementing suggestions for imporving service, communication (both public and in-house) and atmosphere

ESSEX FREE LIBRARY
BOX 93
ESSEX VERMONT 05451

IOWA CITY PUBLIC LIBRARY

Operating Principles
June, 1988

1. The services of the Iowa City Public Library are available free to all people of the community.
2. The library operates as a forum for a wide range of information and ideas. It does not exclude materials from its collections because of partisan and doctrinal disapproval.
3. Limits, fines and penalties are designed to promote fair and equal access to limited resources.
4. Information comes in all kinds of formats and is supplied with necessary equipment in whatever medium best serves the needs of the user.
5. Library services are provided to all users regardless of their social, financial, or physical status, educational level or intellectual ability.
6. The library belongs to the people it serves and they help determine what the library should be.
7. All services the library offers are available whenever the library is open.
8. When a choice must be made, the library tends to prefer materials which are of lasting interest or more costly and difficult for the public to obtain over those which are of shorter term interest or are cheaply and readily available from other sources.
9. The library strives to arrange collections and offer facilities and equipment in a manner that allows people to find materials and use services independently.
10. The library staff is expected to be competent, approachable, fair minded and committed to serving the public.
11. The library provides an environment which welcomes individuality and informality; offers privacy; fosters curiosity, self-expression and self development; invites suggestions and gifts.
12. The library protects the confidentiality of library users.

LIBRARY CUSTOMER BILL OF RIGHTS

1. Library customers will always be treated courteously, in all circumstances and at all times.

2. Library customers will be able to check out books and other materials, register for new cards, and pay fines without undue red tape or delays.

3. Library customers will be able to get current best-sellers and popular materials at all Salt Lake County libraries.

4. Library customer complaints/problems will be resolved in forty-eight hours whenever possible.

5. Library customers' phone calls will not be transferred or left on "hold" unnecessarily.

6. Library customers should expect staff to make the Library System work for them.

7. Library customers will be able to suggest new materials and services, and find out what happens to their suggestions.

8. Library customers who are children have the same rights and responsibilities as adult library customers.

9. Library customers are entitled to accurate information and answers to all their questions. There are no stupid questions.

10. Library customers are entitled to clean, safe, reasonably quiet library buildings.

SALT LAKE COUNTY LIBRARY SYSTEM

SEVEN THINGS THAT NEED TO CHANGE

One of the featured speakers at the 1990 Wilson Symposium on the Future of Public Libraries was Sara Parker, Pennsylvania Commissioner of Libraries. In her presentation, Ms. Parker suggested that librarians and community leaders should re-examine some of their preconceptions regarding library services. The following summary of her remarks was provided by Rod Wagner, Director of the Nebraska Library Commission and reprinted from Sioux Line, June 1991:

1. Librarians need to stop doing things that look crazy. Rules, procedures, and policies that don't make sense need to be eliminated.

2. Librarians need to become more sophisticated about money and power. Connecting with community leaders and decision makers is essential. In addition, all libraries need to develop an area of entrepreneurship to give the library an edge and position within the community.

3. Librarians need to change the way they think about materials. The proportion of library information resources available only in paper format will decrease. Electronic resources will increase in use and importance.

4. In an environment where information is increasingly maintained in digital (electronic) form, apathy about telecommunication must change. Low cost communication is needed to access and deliver information.

5. Our best library workers need to be recruited, rewarded, and retained.

6. We have to get our library development and library service house in order. "Larger" sometimes goes counter to the human spirit. We must have a willingness to come to grips with what represents good library service and encourage planning to determine the services that each library can best provide.

7. Librarians need to give up their halos and listen to their critics. Because libraries are loved, there is little incentive to change. In the past, libraries had a monopoly on information; that is no longer the case.

A full text of Ms. Parker's speech is available from Bernard Vavrek, Center for the Study of Rural Librarianship, Clarion University, Clarion, PA 16214.

ATTITUDE ADJUSTERS

RESOURCES FOR LIBRARIANS AND TRUSTEES

PRINT

Intellectual Freedom Manual. American Library Association 1989

Fast, Julius Body Language. M. Evans, 1970

Eye to Eye: How People Interact. Salem House Publishers, 1988.

Rollock, Barbara Public Library Services to Children Library Professional Publications, 1988.

Caputo, Janet. The Assertive Librarian. Oryx Press, 1984.

Dinner, Sherry. Nothing To Be Ashamed Of. Lothrop, Lee & Shepard, 1989

Shera, Jesse Haulk. Introduction to Library Science: basic elements of library service. Libraries Unlimited, 1976

Pungitore, Verna Leah. Public Librarianship: an issues oriented approach. Greenwood Press, 1989.

Mathews, Anne J. Communicate! A Librarians's Guide to Interpersonal Relations, ALA, 1983.

Powell, Judith W and Robert LeLieuvre. Peoplework: Communication Dynamics for Librarians, ALA, 1979.

NON-PRINT

Does this Answer Your Question? ALA Video, 1985

If it Weren't for the Patrons : Evaluating Your Public Service Attitude. ALA Video, 1988

Library Trustees Meeting the Challenge. ALA VIdeo, 1988

Multiple Choice. Indiana State University, 16mm

Sensitivity to the Disabled Person. ALA, 1982.

Tales of Plateauing. ALA video, 1989

WORKSHOPS

Workshops offered by Department of Libraries, VLA, VLTA and other professional organizations to heighten awareness of our attitudes. Such as:

DOL Planning for Accessibility

Perceptions

Serving Adults

Children's Services

Serving the Elderly

Making Literacy Connections

VLA - section and district meeting

CAREERTRAK (seminars and tapes) 3085 Center Green Drive
Boulder, CO 80301-5408

ALLIANCE FOR THE MENTALLY ILL (AMI): PO Box 1511
Burlington,VT 05402

ACCESS TASK FORCE - PUBLIC RELATIONS COMMITTEE
Rough Budget and Distribution Estimates

Brochure

Graphic artist	$60	
Lastertype setting	70	
Two plates	35	
Printing 20,000*	1490	
Folding 20,000	300	
	$1955	
Bulk mailing to public libraries	400	
		$2355

*Figures based on Chester printer: 10,000 @ $745; folding 10,000 @ $150.

Distribution suggestions:

100 to each public library, additional orders available @ $9/100.

Individual copies to every school, board of selectmen, business and professional organization, educational group (AAUW, League of Women Voters, etc.). Did not include projected cost in budget estimate.

* * *

Letter campaign

Probably the cheapest - need more figures of photograph duplication for 80 newspapers (Metromedia list).

Original request letter mailing	$10	
Photograph duplication	400	
Copying	10	
Mailing, 12 times to 80 newspapers	240	
		$ 660

* * *

Program booklet

50 page manual with color cover. 300 copies using Department of Libraries production and mailing permit:

Printing	310	
Bulk mailing to public libraries	395	
		$ 705

What Vermonters Say About Their Libraries....

***Vermont libraries are filled with wisdom beyond a wizard's dreams.
Readsboro fourth grader

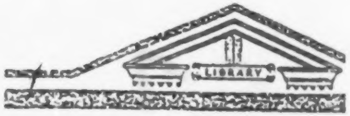
***Literacy for all Vermonters must be our goal if we are to improve the quality of life.
Richard Snelling, Governor

***It seemed good to go into the library to get a book and try to read. It seemed scarey, it seemed different rather than have a book just handed to you, to be able to choose your own.
Linda North, Adult New Reader

***The library is the temple of thought in every community... the door to the past and the future.
Peter Blodgett, Thetford librarian

***In a small, rural state with geographical barriers and with relatively small libraries, all VT libraries are interdependent and share resources.
Patricia Klinck, State Librarian

***A love of reading begins with love, and the skill of reading follows.
Michael Bouman, VCH



Vermont, first state to establish libaries in public institutions such as state prisons and hospitals; second state (after NY) to sponsor a travelling library program for towns that could not afford their own libraries. VT Div.Hist.Preservation

This brochure funded by the Alliance
for Books and Reading, courtesy
Anytown State Bank and Trust.

Real Vermonters

Use Their Libraries

This brochure sponsored by VT

A good book is always on tap; it ay be decanted and drunk a hundred .ime, and it is still there for urther imbibement. Holbrook Jackson

Instead of going to Paris to ttend lectures, go to the public ibrary and you won't come out for wenty years, if you really wish to earn. Leo Tolstoy

If we are to guard against gnorance and remain free, it is the esponsibility of every American to be nformed. Thomas Jefferson

No entertainment is so cheap as eading, nor any pleasure so lasting. Lady Mary Wortley Montagu

[Libraries:] Places of sanctuary or individuality, singularity, and he right of man to make up his own ind. Frances Clarke Sayers

Share yourself with a child and a ɔok, reading aloud and talking about ıat you read. Barbara Bush

ıere is no frigate like a book
› take us lands away,
›r any coursers like a page
: prancing poetry.
Emily Dickinson

What Vermont Libraries Have to Offer You....

*over 200 public outlets for books, services, and information

*baby name books, romances, genealogy information, VT telephone books, mysteries, Westerns, horror and science fiction

*reference and information services

*read-aloud suggestions for the whole family

*summer reading programs for children

*special collections including Austine School for the Deaf, Rokeby Museum, Beth Jacob Synagogue, Green Mountain Power, Center for Northern Studies

*delivery for the homebound reader

*reading discussion series

*monthly exhibits of art, science, medicine, journalism, local history

*books for browsing, books for studying

*interlibrary loan through a statewide computer network, access to over four million books on five databases

*audiocassettes and videotapes

*IRS forms and tax information

*storyhours, puppet plays, and scavenger hunts

*special services for readers who are visually or physically disabled, either temporarily or permanently

*coin-operated copying machines

*referral to adult new reader programs

*paperbacks, newspapers and magazines

Facts about Vermont Public Libraries (for year ending 1989)

*over two million volumes owned
*almost 250,000 reference questions answered
*over three million books, tapes, records, and kits circulated

First Vermont Library: Brookfield, 1791

Second oldest state children's book award in the country: the Dorothy Canfield Fisher Award

For access to more information, call:

For library hours and locations throughout Vermont: 802-828-3261

For programs to help adults learn to read: 1-800-322-4004 (toll free)

For reading discussions in the library, the Vermont Reading Project: 802-875-2751

For humanities programs, Vermont Council on the Humanities: 802-888-318

PUBLIC RELATIONS COMMITTEE

LETTER CAMPAIGN: LETTER TO
VERMONT PERSONALITIES

Dear

The (organization) is urgently in need of your help to remind Vermonters of the importance of family literacy and of the rewards of reading.

To come as quickly to the point as we can, we've attempted to anticipate a few of the questions people have when confronted with a letter such as this.

Why me? After much discussion we chose twelve Vermonters who we believe will have the influence to encourage someone - a teenager, an elderly person, someone alone or in trouble, to reach out to the world of books and information. You are one of those twelve.

What are you asking me to do? You're being asked to write anything from a few lines to several pages describing your thoughts on books, libraries or literacy. For example: is there a book that changed your philosophy or opinions? What are your memories of libraries? Why, in this television age, do you think that reading is still important?

What will you do with my contribution? We plan to publish what you send us as part of a statewide media campaign to promote libraries and literacy.

Why now? In this country many people are suffering from poverty, loss of self-esteem, isolation and a host of other ills at a time when the society still has a great deal to offer. While literacy is always important, it is particularly important in times of trouble when it gives people hope, a sense of empowerment, and the information needed to make crucial life decisions.

We have enclosed a reply form and a stamped envelope for your response. Should you have any further questions, please feel free to contact me at:

With sincere thanks,

A-2

LETTER CAMPAIGN: RETURN FORM FROM
VERMONT PERSONALITIES

"VERMONT READS" CAMPAIGN
VERMONT LIBRARY ASSOCIATION

RETURN TO: Jane Doe
Address
Phone

NAME____

___I will participate. My comments are enclosed. (Please include a black and white photo of yourself)

___I cannot participate at this time

___Please call me to provide further information

YOUR COMMENTS ON BOOKS, LIBRARIES OR READING:

(Please use another sheet or add extra pages, if necessary)

Vermont Personalities for the Letter Campaign

Howard Dean

Patrick Leahy

Bernard Sanders

Jim Jeffords

John Kenneth Galbraith

Martha Reinholdt (new reader)

Executive at Cabot Creamery

Ben and Jerry

Ruth Page

Reeve Lindbergh

A young (child) writer

Jan Reynolds (explorer and travel writer)

Sister Mary Candon

Bob Harnish (Cortina Inn, Rutland)

Ann and Nan (from "Ask Ann and Nan")

Dhyani Ywahoo

Vernandah Porche

Dorothy Todd (film maker)

Someone from the UVM hockey team

Gail Breslauer (NASA)

John Gailmor

A-2

ACCESS TASK FORCE
PUBLIC RELATIONS COMMITTEE

Program Booklet Summary

1 Microwave Cooking

2 Gardening and Plant Swap

3 Fishing

4 Raising Teenagers

5 Book Collecting

6 Flower Arranging

7 Planning for the Future

8 Photography

9 Cancer Update

10 Whole Health Evening

11 Banned Books

12 Local Authors Night

Each program contains the theme for the program, a press release, suggested sources for speakers, display ideas, clip art (for the news release, posters, fliers, bookmarks, etc.) and a suggested bibliography. A sample program is appended.

WHOLE HEALTH EVENING

THE IDEA:

An evening on alternative health care. Authors like Dr. Bernie Siegel have generated tremendous interest in the concept of taking more responsibility for one's own health and healing. Invite one speaker or a panel of speakers to discuss new concepts in health care allowing plenty of time for audience discussion and questions.

FEATURE:

Books by Bernie Siegel, Norman Cousins, Deepak Chopra and others. Include specialized cookbooks, herbals, and material on massage, shiatsu and t'ai chi. Appropriate videos, if any.

POSSIBLE SPEAKERS:

Local nutritionists, holistic health practioners, herbalists, acupuncturists, massage therapists, or physicians with an "alternative" approach. Possible sources for speakers include The Awakening Center at 985-2346, the Lake Champlain Center for Holistic Medicine at 985-8250, or the Vermont Whole Health Directory(address: P.O. Box 5277, Burlington 05402)

ENCLOSURES:

Press release

Clip art for posters and bookmarks

Suggested bibliography

PRESS RELEASE: Double spaced, typed only, send at least 10 days before you wish to appear. Attach photograph of lead speaker if possible.

Librarian's Name
Library Name
Phone
Date

FOR IMMEDIATE RELEASE

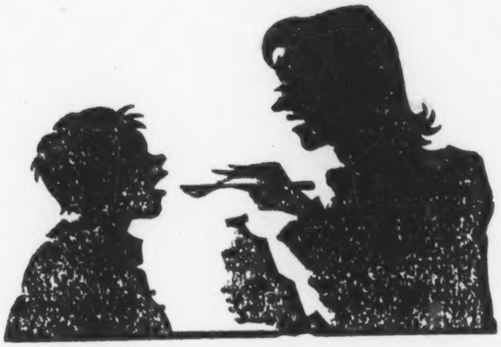
WHOLE HEALTH EVENING

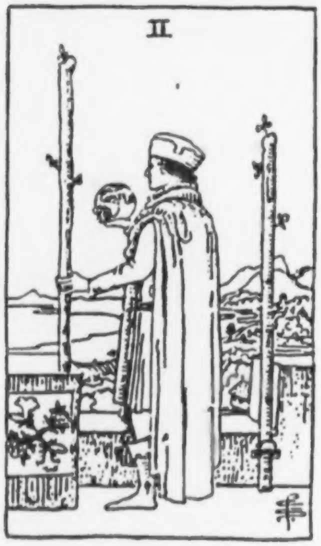
Has "conventional" medicine failed to treat an illness or ailment experienced by you or by someone you know? Are you interested in learning about new theories linking illness and emotional states?

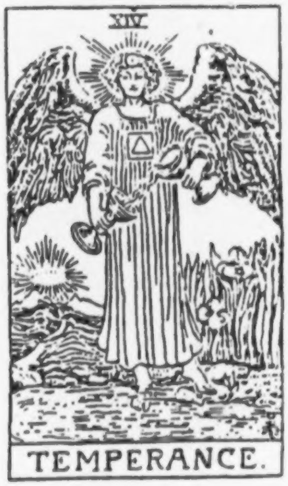
On (date) the ____________Library will be sponsoring a WHOLE HEALTH EVENING, featuring a panel of experts in the field of alternative medicine.

Bring your health questions to the Library at (time). The address is ______________. For more information, call the Library at (phone number) and ask for (name).

4



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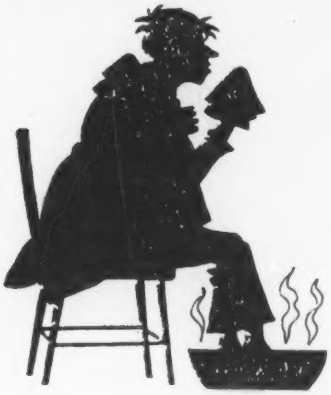

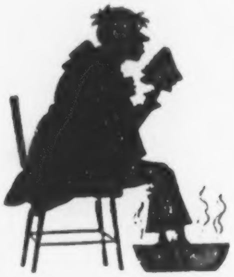

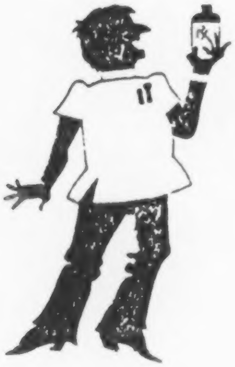

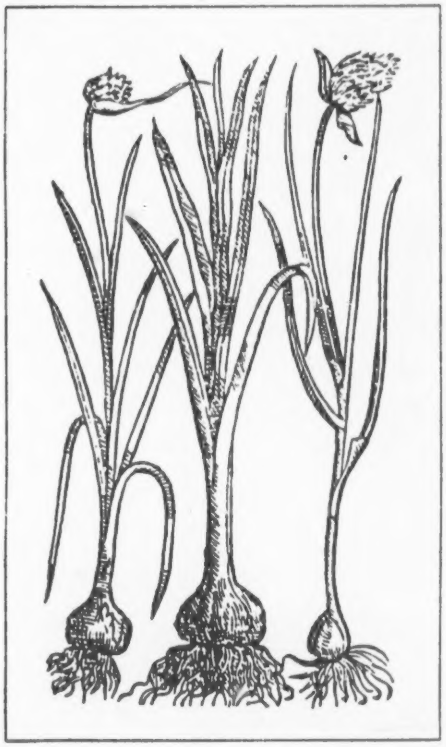

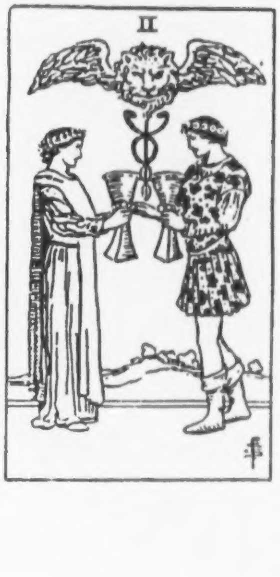

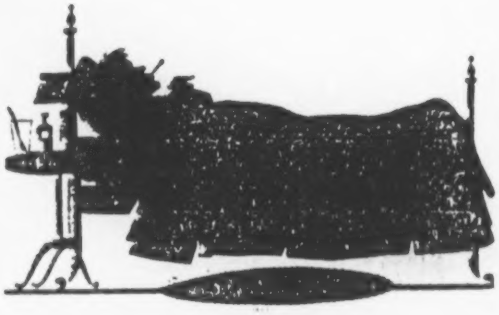

SUGGESTED BIBLIOGRAPHY

Books by Deepak Chopra, Norman Cousins and Bernie Siegel

Complete guide to your emotions and your health. Emrika Padus

Creation of health. Norman Shealy

Healing from within. Dennis Jaffe

How to be your own nutritionist. Stuart Berger

New Holistic Health Handbook

Rodale's encyclopedia of natural home remedies. Mark Bricklin

Powers of healing. Editors of Time-Life

Whole health directory: a guide to holistic practitioners of Northwestern Vermont

VLA NEWS 2/91
1

A SECOND DRAFT FOR A SALARY RANKING

By Peter W. Boldgett
Thetford, VT

At the last Vermont Library Conference it was made clear at the Annual meeting of the VLA that a salary ranking for Vermont librarians might be a useful tool to help all of us develop annual budgets and long range development plans.

Response to the first draft of such a ranking was very helpful and led to the revised second draft included below:

Ranking for Libraians: Hourly Scale Draft 2

Steps Grade	No HSD	HSD/GED	HSD+DOL	AA	AA+DOL	BA	BA+DOL	MA	MA+DOL	MLS	MLS+MA	MLS+ABD	Ph.D.	Post Doc.
1	4.25	4.50	5.00	5.50	6.50	7.00	8.00	8.50	9.50	10.35	10.75	11.50	13.00	14.00
2	4.38	4.64	5.15	5.67	6.70	7.21	8.24	8.76	9.79	10.66	11.07	11.85	13.39	14.42
3	4.51	4.77	5.30	5.83	6.90	7.43	8.49	9.02	10.08	10.98	11.40	12.20	13.79	14.85
4	4.64	4.92	5.46	6.01	7.10	7.65	8.74	9.29	10.38	11.31	11.75	12.57	14.21	15.30
5	4.78	5.06	5.63	6.19	7.32	7.88	9.00	9.57	10.69	11.65	12.10	12.94	14.63	15.76
6	4.93	5.22	5.80	6.38	7.54	8.11	9.27	9.85	11.01	12.00	12.46	13.33	15.07	16.23
7	5.03	5.32	5.91	6.50	7.69	8.28	9.46	10.05	11.23	12.24	12.71	13.60	15.37	16.55
8	5.13	5.43	6.03	6.63	7.84	8.44	9.65	10.25	11.46	12.48	12.97	13.87	15.68	16.89
9	5.23	5.54	6.15	6.77	8.00	8.61	9.84	10.46	11.69	12.73	13.22	14.15	15.99	17.22
10	5.33	5.65	6.27	6.90	8.16	8.78	10.04	10.67	11.92	12.99	13.49	14.43	16.31	17.57
11	5.44	5.76	6.40	7.04	8.32	8.96	10.24	10.88	12.16	13.25	13.76	14.72	16.64	17.92
12	5.55	5.87	6.53	7.18	8.49	9.14	10.44	11.10	12.40	13.51	14.03	15.01	16.97	18.28
13				7.29	8.61	9.28	10.60	11.26	12.59	13.71	14.24	15.24	17.23	18.55
14				7.40	8.74	9.41	10.76	11.43	12.78	13.92	14.46	15.47	17.48	18.83
15				7.51	8.87	9.56	10.92	11.60	12.97	14.13	14.68	15.70	17.75	19.11
16				7.62	9.01	9.70	11.09	11.78	13.16	14.34	14.90	15.93	18.01	19.40
17				7.74	9.14	9.84	11.25	11.95	13.36	14.56	15.12	16.17	18.28	19.69
18				7.85	9.28	9.99	11.42	12.13	13.56	14.77	15.35	16.42	18.56	19.99
19								12.26	13.70	14.92	15.50	16.58	18.74	20.19
20								12.38	13.83	15.07	15.65	16.75	18.93	20.39
21								12.50	13.97	15.22	15.81	16.91	19.12	20.59
22								12.63	14.11	15.37	15.97	17.08	19.31	20.80
23								12.75	14.25	15.53	16.13	17.25	19.50	21.00
24								12.88	14.40	15.68	16.29	17.43	19.70	21.21

Ranking for Librarians: Annual Salary Draft 2

Steps Grade	No HSD	HSD/GED	HSD+DOL	AA	AA+DOL	BA	BA+DOL	MA	MA+DOL	MLS	MLS+MA	MLS+ABD	Ph.D.	Post Do
1	$8,840	$9,360	$10,400	$11,440	$13,520	$14,560	$16,640	$17,680	$19,760	$21,528	$22,360	$23,920	$27,040	$29,120
2	$9,105	$9,641	$10,712	$11,783	$13,926	$14,997	$17,139	$18,210	$20,353	$22,174	$23,031	$24,638	$27,851	$29,994
3	$9,378	$9,930	$11,033	$12,137	$14,343	$15,447	$17,653	$18,757	$20,963	$22,839	$23,722	$25,377	$28,687	$30,893
4	$9,660	$10,228	$11,364	$12,501	$14,774	$15,910	$18,183	$19,319	$21,592	$23,524	$24,433	$26,138	$29,547	$31,820
5	$9,949	$10,535	$11,705	$12,876	$15,217	$16,387	$18,728	$19,899	$22,240	$24,230	$25,166	$26,922	$30,434	$32,775
6	$10,248	$10,851	$12,056	$13,262	$15,673	$16,879	$19,290	$20,496	$22,907	$24,957	$25,921	$27,730	$31,347	$33,758
7	$10,453	$11,068	$12,298	$13,527	$15,987	$17,217	$19,676	$20,906	$23,365	$25,456	$26,440	$28,284	$31,974	$34,433
8	$10,662	$11,289	$12,544	$13,798	$16,307	$17,561	$20,070	$21,324	$23,833	$25,965	$26,969	$28,850	$32,613	$35,122
9	$10,875	$11,515	$12,794	$14,074	$16,633	$17,912	$20,471	$21,750	$24,309	$26,484	$27,508	$29,427	$33,265	$35,824
10	$11,093	$11,745	$13,050	$14,355	$16,965	$18,270	$20,880	$22,185	$24,796	$27,014	$28,058	$30,016	$33,931	$36,541
11	$11,315	$11,980	$13,311	$14,642	$17,305	$18,636	$21,298	$22,629	$25,291	$27,554	$28,619	$30,616	$34,609	$37,272
12	$11,541	$12,220	$13,578	$14,935	$17,651	$19,009	$21,724	$23,082	$25,797	$28,105	$29,192	$31,228	$35,302	$38,017
13				$15,159	$17,916	$19,294	$22,050	$23,428	$26,184	$28,527	$29,630	$31,697	$35,831	$38,587
14				$15,387	$18,184	$19,583	$22,381	$23,779	$26,577	$28,955	$30,074	$32,172	$36,369	$39,166
15				$15,617	$18,457	$19,877	$22,716	$24,136	$26,976	$29,389	$30,525	$32,655	$36,914	$39,754
16				$15,852	$18,734	$20,175	$23,057	$24,498	$27,380	$29,830	$30,983	$33,145	$37,468	$40,350
17				$16,090	$19,015	$20,478	$23,403	$24,866	$27,791	$30,278	$31,448	$33,642	$38,030	$40,955
18				$16,331	$19,300	$20,785	$23,754	$25,239	$28,208	$30,732	$31,919	$34,146	$38,600	$41,569
19								$25,491	$28,490	$31,039	$32,239	$34,488	$38,986	$41,985
20								$25,746	$28,775	$31,349	$32,561	$34,833	$39,376	$42,405
21								$26,003	$29,063	$31,663	$32,887	$35,181	$39,770	$42,829
22								$26,263	$29,353	$31,980	$33,215	$35,533	$40,168	$43,257
23								$26,526	$29,647	$32,299	$33,548	$35,888	$40,569	$43,690
24								$26,791	$29,943	$32,622	$33,883	$36,247	$40,975	$44,127

SALARY RANKING (Continued)

In this ranking the salary is multiplied by 3% in the first six years. For the years 7-12 the salary is multiplied by 2%. The salary for the years 13-18 is multiplied by 1.5% and 1% for the years 19-24. This ranking does not include a cost of living index which needs to be determined annually and then added to the percents listed above.

This draft ranking continues to respect one's length of time in the profession and the depth of education for every librarian.

Once again, the goal of this effort is to present a ranking at the next VLA conference for revision. Your comments and comparisons with other salary rankings can only improve this project.

STATE OF VERMONT DEPARTMENT OF LIBRARIES

WHAT DO VERMONT PUBLIC LIBRARIES CHARGE?

March, 1991

"Fee vs. free": probably the most discussed issue of the library profession, at all levels and in all types of libraries. Many librarians feel that charging any fee is discriminatory and inhibits or discourages library use. Others feel that "nothing is free" and, therefore, that charging fees sometimes makes a library able to provide more than simply basic services.

The federal Library Services and Construction Act guidelines state that basic, on-going public library services may not be subject to fees from the residents of the supporting community. However, the federal guidelines allow fines, non-resident borrowers fees, and small charges to defray incidental costs connected with the maintenance, care or unique nature of certain materials. (See Department of Libraries NEWS, 3/83)

Nonetheless, the Vermont Board of Libraries issued a strong statement in December, 1987, supporting free access to library services and information in Vermont at all levels. This resolution came about when it learned that some disadvantaged people from rural towns surrounding a larger Vermont city were unable to pay the fee for library cards even though they used social and other services and businesses in that city. (See NEWS, 1/88) The Board's resolution discouraging user fees was supported by a lengthy article in the NEWS by State Librarian Patricia E. Klinck (5/89) who listed reasons why libraries should not charge fees:

> Spending funds on public library service is an investment in the intellectual life of a community... Fees create barriers to public library use... One simple way to promote library use is to make it as easy as possible for [people] to use libraries in all parts of their daily lives... Fees...contradict the spirit of sharing that Vermont libraries have built over the years... Charging a fee can affect libraries and library use in an entire area... User fees are discriminatory and discourage rather than encourage library use. Fees can limit the amount and type of use people make of libraries... A public library could really make a difference in the lives of the disadvantaged. While many people may be able to pay a small fee to use a library, there are those who cannot... ...fees create both economic and psychological barriers for users and potential users...

Nonetheless, difficult financial times and the disparity in public library tax support among Vermont towns have forced many of the state's larger public libraries to charge out-of-town users fees equal to their per capita tax support. Sometimes, trustees initiate these fees on their own; in other cases, town officials have mandated fees out of fairness to local tax payers.

But what about the other charges in public libraries? Many people grow up viewing the public library as "a place where you check out books and, if you return them late, they charge you." Some librarians note that, wherever they go in their towns, people invariably mention their overdue books. Some libraries have eliminated fines to dispel this punitive connection to libraries and to encourage use. Still, the debate - should a library charge any fees or fines, and, if so, what for and how much - continues.

In fall, 1989, the Board of Libraries formed a task force to address the issue of access to public libraries. While the impetus for creating the Access Task Force was to try and lay the "fee vs. free" debate to rest for Vermont libraries, the Board quickly recognized that access is multi-faceted and much broader.

As part of its mission to make some recommendations concerning fees to the Vermont library community, in January and February, 1991, the Task Force conducted a survey of public libraries charges, including fees for out-of-town borrowers, fines, and 16 others. Of the state's 210 public libraries 136 (65%) responded, but most of the state's largest libraries responded.

The survey results on the pages that follow indicate that Vermont public libraries don't charge fees for much:

19% charge out-of-town borrowers fees
14% charge return postage for interlibrary loan, but some charge only on a voluntary basis.
19.5% charge for use of their meeting rooms, but often only charge when the libraries are closed
54% charge for photocopying, but most of the libraries that do not charge do not offer photocopying at all
37.5% charge fines for overdue items, 18% have "conscience boxes," and 45% do not charge fines at all

Just as the survey was not meant to encourage charges, these results are not meant to tell what should be. Some librarians returning the form noted that they were considering instituting certain charges or that they thought they "probably should" charge more. But the survey was meant only to find out what is being charged, to give Vermont librarians and trustees concrete information to begin discussing the greater issue. The Access Task Force's **Speak Out on Fees** will offer more information on how librarians and the general public feel about the issue. Thereafter, the Task Force will discuss the issue and try to develop some recommendations for the Vermont library community.

Thanks to the 136 public librarians who returned the survey and to Mary Moore of the Department of Libraries who helped compile the data.

--Marianne K. Cassell
Development and Adult Services
Consultant

SURVEY RESULTS - MARCH, 1991

136 libraries responding

WHAT DOES YOUR LIBRARY CHARGE?

	Yes(%)	No(%)	Comments
out-of-town borrowers fee	26 (19%)	109 (80%)	1--other
security deposit for temporary residents	16 (12%)	119 (87.5%)	1--other
replace library card	16 (12%)	116 (85%)	4--other
look up forgotten card number	4 (3%)	132 (97%)	
reserve books	6 (4.5%)	130 (95.5%)	
interlibrary loan request	1 (0.7%)	135 (99%)	
interlibrary loan return postage	18 (14%)	113 (83%)	5--voluntary
meeting room use	25(19.5%)	103 (76%)	8--nonprofits
rent best sellers	3 (2%)	133 (98%)	
videotape borrowing	5 (4%)	131 (96%)	
storyhour registration	0	136 (100%)	
children's programs	2 (1%)	133 (98%)	1--sometimes
program craft supplies	5 (4%)	127 (93%)	4--other
adult programs	7 (5%)	118 (87%)	11--donation
FAX	7 (5%)	129 (95%)	many don't own
photocopying	73 (54%)	62 (46%)	1--except ref.
use library telephone	11 (8%)	125 (92%)	
fines for overdue items	51(37.5%)	61 (45%)	24(18%)--conscience box

LIBRARIES THAT CHARGE OUT-OF-TOWN BORROWERS FEES:

Town	Amount	Comments
Brandon	$ 6.50	for residents of towns that do not appropriate funds annually
Brattleboro	25.00	family card
Bristol	5.00	indiv. ($10 for family); reinstituted fees 3/91
Burlington		based on percapita tax support
Enosburg	4.00	
Fair Haven	5.00	family card
Newport		based on percapita tax support
Manchester	7.50	indiv. ($10 for family) - all borrowers charged annually
Morristown	2.00	
Norwich	20.00	out-of-state borrowers only
Proctor	6.00	do not charge those who work or attend school in town
Richford	5.00	
Rockingham	5.00	family card; $2 if employed in town or live in nearly NH; students free
Rutland	13.00	based on percapita tax support
St. Albans	6.00	considering raising to $9
St. Johnsbury	8.00	
Shelburne	12.00	recently increased from $5
Springfield	17.00	
Stowe	5.00	one-time for those permanently living outside county or outside Waterbury
Vergennes	--	asks for contribution, not fee
Williamstown	10.00	refunded when card no longer used
Williston	5.00	indiv. ($10 for family)
Windsor	5.00	indiv. ($10 for family; $20 for institution)
Woodstock	10.00	out-of-state borrowers only
Unknown	15.00	for adults ($25 for family); children in school dist. free

General comments:

Bristol: "We felt it was not fair to town taxpayers to pay $6.68 while many out-of-town people used the library for free. We tried sending a fundraising letter instead of charging but the response was not adequate. We had much discussion but with 505 out-of-town users registered it could be a $2,500 difference in our budget."

Canaan: "Those who borrow usually leave a donation. We feel the gifts of money we receive each year cover the expenses incurred."

Dover: "Our selectmen have in the past asked us to do this, but we persuaded them to avoid fees."

Essex: "Essex Free and trying hard to stay that way!"

Greensboro: "fees alienate summer people. BAD IDEA."

Middletown Springs: "I'm not against it as we are supported by taxes from our town only."

Morristown: "The Board considered $1 without relation to the actual cost per capita service expense. [The] per capita service expenses, public funds, 1991 = $4.20; per capita service expense, all funds, 1991 = $12.00... [The Board] views the out-of-town borrowers fee as not inhibitive. When costs per capita are expressed, I am sure they would question the abandonment of out-of-town fees as bad... [Is it possible to] approach access in a more organizational sense? An opening move would be to create a cooperative card that would allow cooperating libraris in the area to make any of its services available to card holders. This is something the public can understand."

Newfane: "Our Board stresses the Free!"

New Haven: "may [institute fees] when we revise by-laws"

Pownal: "Bennington Free Library charges our users and then puts a request on the town ballot for an amount which cuts into our request for town or confuses the issue. In a nearby Mass. town there is no charge for Pownal people... People who borrow in another town may already be contributing to that town's finances through their jobs there, purchases there, and since they are there they may feel they can save a trip by using the library there."

Rockingham: "We issue courtesy cards to clergy, teachers who reside outside town, and Kurn Hattin faculty and house parents. Athens children who have no library have also enjoyed library priviledges for about 20 years by permission of library trustees. They are bussed in once a month."

Wilder: "We [charged a fee] in the past but don't now."

Williston: "All... fees may be waived at the librarian's discretion. It is not our purpose to limit access."

LIBRARIES THAT CHARGE SECURITY DEPOSITS FOR TEMPORARY RESIDENTS:

Brandon ($6.50)
Cabot
Ludlow ($10)
Manchester ($5)
Pittsfield ($5)
Poultney ($5 - $4 only refunded)
Rockingham ($5)
Rutland ($10 - currently being re-examined)
St. Johnsbury ($5 deposit plus $2 fee)
Springfield ($17 for 6 mos. limit; $8.50 refunded)
Waitsfield ($5)
Warren ($2 indiv., $5 for family; refunded after departure or after six months if borrower is still around)
Wilmington ($10)

Bondville (Winhall) considering instituting due to loss rate.

LIBRARIES THAT CHARGE TO REPLACE LOST LIBRARY CARDS:

Brattleboro ($2)
Island Pond
Jacksonville ($0.25 with first replacement free)
Lyndonville ($0.25 proposed, but not yet enacted)
Proctor ($1)
Richmond ($0.25)
Rockingham ($0.05)
Rutland ($1)
St. Albans ($0.25)
St. Johnsbury ($0.25)
Shoreham ($1)
South Burlington ($1)
Springfield ($1)
Williamstown ($0.75)
Williston ($0.50; "if they remember their number, they don't need one")
Woodstock ($5 to cover cost of Gaylord card plate)
Unknown ($0.75 "only if they lose it or damage through negligence, e.g. washing machine. We replace worn out cards free.")

Many libraries noted that they do not issue library cards.

LIBRARIES THAT CHARGE TO LOOK UP FORGOTTEN CARD NUMBERS:

Brattleboro ($1 - limit 6 items per card)
Island Pond
Rutland ($0.25)

Springfield noted that borrowers must have cards in order to borrow books. Rochester noted that they "do not charge for this courtesy."

LIBRARIES THAT CHARGE TO RESERVE BOOKS OR TO REQUEST INTERLIBRARY LOANS:

Burlington ($0.19)
Charlotte ($0.25 for postcard notifying patrons books are in)
Island Pond
Springfield ($0.15 for postcard)
Woodstock ($0.25 for postcard and postage)

Greensboro: "[This is a] very good, personal service for people [that] attracts patrons."

LIBRARIES THAT CHARGE INTERLIBRARY LOAN RETURN POSTAGE:

Bradford
Brattleboro
Dorset
Fair Haven (out of state loans only)
Guilford (only if over $1)
Ludlow
Manchester ($0.70 each)
Middletown Springs ($0.50 minimum; usually full cost)
Morristown ($0.50 per item)
Newfane (not unless out-of-state charges necessitate)
Pawlet ($0.50)
Pittsford
Randolph
Rockingham
Springfield ($0.50 - new 7/90)
Vergennes
Williamstown (if over three items)
Wilmington
Windsor ($1 treated as a donation)

Libraries that encourage contributions to defray costs: Fairlee, Hartland ($1 encouraged), Northfield, South Londonderry ($1 encouraged), Tunbridge ("We insert a slip in the book when we give it to people, letting them know any donation would be welcome"), Warren, Waterbury.

Libraries that said they might have to charge in the future include those in Bethel, East Middlebury, Hardwick, Jacksonville, North Hero, Peacham, Waterville, Bondville.

Colchester: "no charge but we note on ILL bookband and some patrons offer to pay."

Derby Line: "due to increase in costs, we have considered asking patrons to contribute if they request more than 10 books. One patron requested over 40 books and we felt they should help pay some of the postage."

Greensboro: "why [charge]? Budget it in."

LIBRARIES THAT CHARGE FOR MEETING ROOM USE:

Alburg ($10)
Bakersfield
Barnet ($25)
Barton ($15)
Burlington (for-profits only are charged for custodian)
Colchester (see below)
Derby ($10 for non-profits; $25 for private individuals for parties)
Hartland (for-profits only)
Island Pond
Manchester ($15)
Marshfield
Montpelier ($10)
Norwich ($10/hour to for-profits only)
Putney ($5)
Rutland ($100 to for-profits only; see below)
St. Johnsbury (up to $50 to for-profits only)
Shoreham ($5)
South Burlington (for-profits only)
South Hero ($25 for nonresidents)
Springfield ($10 plus $5/hr. for custodian)
Underhill ($5 only when library is not open)
Vergennes
Waterbury ($15 to for-profits only)
Weathersfield
Westminster West ($10)
Wilder (sliding scale)
Windsor
Woodstock (for-profits only)

Libraries that encourage donations: Newport, Grafton, Ludlow, Middletown Springs (only during winter for heat), Wallingford.

Colchester: $25 to for-profits when library is closed; $10 to for-profits when library is open; $15 to non-profits when library is closed. "Trustees have mixed feelings ab out letting for-profit groups use library. They are united in wanting a staff member paid to stay in library when a group meets there during the time the library is closed. Charges are for a two-hour meeting. We don't charge non-profits during library hours."

Fairfield: "no charge to local groups."

Rutland: "all library programming is first priority. All programs must be free and open to the public. The policy changed with the addition of two more rooms. With more rooms, we have more flexibility. High rate is to discourage heavy use of public space to keep room for nonprofits. Trustees wish to insure good/easy access for nonprofits who may use it free whenever we are open and $30/hr. when we are closed."

LIBRARIES THAT RENT BEST SELLERS OR VIDEOTAPES:

Hinesburg - videos (see below)
Island Pond - videos
Ludlow - bestsellers @ $0.04 per day
Rockingham - bestsellers @ $0.10 per week, $0.02 thereafter)
Rutland - videos @ $1 for 3 days, with PBS and some kids video free
Starksboro - bestsellers (McNaughton only)
Strafford - videos @ $2.75 for 4 days
Westford - videos @ $0.25 per week per child

Hinesburg charges a $30 deposit on videos the library owns and charges a $2 fine per day for late videos. The library also offers a $30 donation plan which entitles patrons to borrow videos without deposit.

Putney notes a "strict" overdue fine for videos of $2 per day, while Rockingham charges $0.25 per day.

LIBRARIES THAT CHARGE FOR PROGRAMMING:

Children's programs:
  Putney - charges expenses if program costs library more than $25, with a $5 limit per person.

Children's programming supplies:
  Burlington - supplies sometimes
  Colchester - for field trips and special art programs only
  Derby Line - supplies sometimes
  Richmond - $0.50-1 for supplies
  Underhill - craft supplies sometimes
  Several other libraries solicit donations for program craft supplies. Westford noted that they often ask children to bring supplies.

Adult programs:
  Canaan - adult reading programs @ $2 per person per session
  Derby Line - charge for adult programs if intent is to raise funds
  Dover - solicits donations of $1 per book for book disc. programs
  Essex Junction - $5 donation requested for adult programs
  Fairfax - $2 donation requested for adult programs
  North Bennington - solicits donations for adult programs
  Norwich - $1-2 donation only if program is very costly; usually free
  Putney - Charges $2-8 for adult programs.
  Reading - $1-2.50 for adult programs
  Richmond - solicits $5 donation for adult book discussion programs
  South Londonderry - $35 for Red Cross class only
  Springfield - accepts donations for adult programs
  Stamford - $5 for adult book discussion programs; considering increase to $20 in 1991
  Thetford - solicits contributions for adult programs
  Wallingford - occasionally solicits donations for adult programs
  Weathersfield - solicits donations for adult book discussion programs
  Westminster West - solicits $1-5 to cover program costs
  Williston - $5 suggested donation for adult book discussion programs
  Windsor - $5 suggested donation for adult book discussion programs

LIBRARIES THAT CHARGE FOR FAX, TELEPHONE USE, AND PHOTOCOPYING:

Telefacsimile (FAX):

Few public libraries own such devices. Grafton responded that it charges about $10. Newfane said that it charges $1.25 plus $0.50 per page over 1 page locally, $1.50 inside Vermont, and $2.00 to other locations.

Telephone use:

Most libraries responded that they allow local calls free and did not allow toll calls. Proctor, Springfield, and Wilder charge $0.10 a call (Wilder noted that the library pays $0.10 for each call it makes).

Rutland has a pay phone.

Photocopying:

Because many libraries have coin-operated machines, the price is set for them and some proceeds need to be turned over to the copier company if the machine is leased.

Other libraries mentioned that photocopying was available elsewhere in town, such as at the Town Clerk's office.

Reading responded that it charges a $25 flat fee to copy Reading History but all other copies are free.

Tunbridge noted that offers free copying because a local business donated a used copier and keeps the library supplied with paper.

Libraries that charge for photocopying:
- Burlington
- Newport

Libraries that charge $0.05 a copy:
- Fairfield
- Grafton ($0.10 - 14" paper; $0.15 - 17")

Libraries that charge $0.10 a copy:
- Castleton (students free)
- Colchester
- East Corinth
- East Craftsbury
- Essex Junction
- Hinesburg
- Hyde Park
- Northfield
- Poultney
- Proctor
- Randolph
- Rockingham
- Sherburne (reference free)
- South Burlington ($0.25 - microfiche)
- South Hero
- Springfield ($0.15 - microfilm)
- Stamford
- Townshend
- Vernon (ref. free)
- Wells
- Windsor
- Unknown

Libraries that charge $0.15 a copy:

- Bakersfield
- Bradford
- Brattleboro
- Bristol
- Danville
- Dover (reference free)
- Enosburg
- Hartland
- Lyndonville
- Manchester
- Montpelier
- Newfane ($0.10 - nonprofits)
- North Bennington
- North Hero
- Norwich
- Peacham ($0.20 - 14" paper)
- Pittsford
- Richford
- Richmond
- Rochester
- Rutland
- St. Albans
- Shelburne
- South Royalton
- Thetford
- Underhill
- Vergennes
- Waitsfield
- Wallingford
- Weathersfield
- West Hartford
- Wilder (installed soon)
- Williston

Libraries that charge $0.20 a copy:

- Derby (first 50 copies; then $0.10 a copy)
- Derby Line (reference materials free)
- Ludlow
- Morristown
- St. Johnsbury (tax forms $0.10)
- Stowe

Libraries that charge $0.25 a copy:

- Fair Haven
- South Londonderry
- Swanton ($0.10 for over 10 copies)

OTHER LIBRARY CHARGES:

Audio-visual equipment rental: $2.00/day (Springfield)
Public typewriter: $0.50/hour (Morristown)

On-line database searching: first $25 free to town residents and library cardholders; all charges passed along to non-residents without library cards (Brattleboro)

OVERDUES!

LIBRARIES THAT CHARGE FINES (AND THEIR AMOUNTS):

- Bakersfield ($0.05/item/day)
- Barnet ($0.05)
- Barton ($0.02)
- Bethel ($0.02)
- Bradford ($0.02)
- Brandon ($0.10 with $4.00 maximum)
- Brattleboro (adults: $1 for 8-30 days; $5 for longer
  children: $0.25 for 8-30 days; $2 for longer)
- Burlington
- Canaan
- Derby Line ($0.02)
- East Burke ($0.05)
- East Middlebury ($0.25 only if overdue notice has been sent)
- Essex Junction ($0.02, with $0.50 maximum; videos $2/day)
- Grafton ($0.05 for adults only)
- Hancock ($0.02 after 3 weeks)
- Hardwick ($0.10 a week - "same as 1896!")
- Hinesburg (new books only @ $1/week with $4 maximum)
- Jacksonville ($0.25/week)
- Lowell
- Ludlow ($0.04)
- Lyndonville ($0.02 - "not enforced")
- Middletown Springs ($0.02/adults; $0.01/children)
- Milton ($1/books over 30 days overdue)
- Montpelier ($0.05/adults; $0.03/children)
- Morristown
- Newfane ($0.05 with $1/month maximum)
- Newport
- North Bennington ($0.05)
- Northfield ($0.05; cassettes $0.25)
- Norwich ($0.05)
- Pittsfield ($0.25)
- Plainfield ($0.05)
- Pownal
- Proctor ($0.02)
- Putney (audiocassettes $1; videos $2)
- Quechee
- Rochester ($0.02 with $1.50 maximum)
- Rockingham ($0.02; records $0.05; videos $0.25)
- Rutland ($0.10/adults; $0.05/children; videos $1)
- St. Albans ($0.05; videos $2)
- St. Johnsbury ($0.05; new books $0.10)
- Sherburne ($0.25 for bestsellers only)
- Shoreham ($0.10/week)
- Springfield ($0.10/adults; $0.05/children; maximum $3/adults,
  $2/children; recently raised from $0.05/$0.02)
- Stamford ($0.03; children's fines often waived)
- Stowe ($0.10/week; cassettes $0.10/day; video $1/day)
- Swanton ($0.05)
- Waitsfield ($0.05 $5 maximum)
- Wardsboro ($1 after 30 days)
- Washington ($0.01)

LIBRARIES WHICH CHARGE FINES (AND AMOUNTS):

- Waterville
- Weathersfield ($0.10/week)
- Wells
- Wilder ($0.25/month, after a month overdue)
- Williamstown ($0.05; $2 maximum)
- Wilmington ($0.25/week)
- Windsor ($0.05; video $2)
- Bondville ($0.50)
- Unknown ($0.05/adults; $0.02/children)

LIBRARIES WITH "CONSCIENCE BOXES":

- Cabot
- Derby
- Dorset
- Dover
- Enosburg
- Fair Haven
- Fairlee
- Guilford
- Hartland Hinesburg
- Lincoln
- Marshfield
- Pawlet
- Pittsford
- Richford
- Richmond
- Thetford
- Townshend
- Vergennes
- Wallingford
- Warren
- Waterbury
- Westford

LIBRARIES WHICH DO NOT CHARGE FINES:

- Alburg
- Arlington
- Athens
- McIndoe Falls
- Bridgewater
- Bristol
- Castleton
- Charlotte
- Chittenden
- Colchester
- Craftsbury
- Danville
- East Corinth
- East Craftsbury
- Essex
- Fairfax
- Fairfield
- Franklin
- Georgia
- Grand Isle
- Greensboro
- Hyde Park
- Manchester
- Pawlet
- Pomfret
- Post Mills
- Poultney
- Randolph
- Reading
- Readsboro
- South Burlington
- South Hero
- South Londonderry
- South Royalton
- Starksboro
- Strafford
- Sutton
- Tinmouth
- Tunbridge
- Underhill
- Vernon
- Walden
- West Hartford
- Westminster
- Westminster West
- Williston
- Windham
- Woodstock

LIBRARIES' COMMENTS ABOUT FINES:

Essex Junction: "We haven't changed our book fines since the 1890's, but we have good luck with returns and an "Appreciation Jar" for anyone who wants to give the library a gift."

Jacksonville: "We are only open 3 days so rather than make it a daily fine we charge by the week. We do not charge for partial week. We serve a rural area and weather conditions sometimes prevent patrons from coming in on our regular day. It's not unusual to find money in book pockets in books returned in book drop!"

Derby: "we have found we come up with the same amoutn with much less hassle as when we charged fines. We make it kind of humorous, like, 'OK, now you can easily ease your conscience by just contributing a few dollars(!) to the library.' Isn't that simple?"

Reading: "overdue fines were recently dropped because there was more time spent getting them than they were worth. An on-going book sale replaced this and we get a bit more money for a minimum of effort."

Washington: "I proposed that we eliminate overdue fines entirely... The Board felt that the threat of a fine, however nominal, served as a deterrent to permanent borrowing of books and that completely eliminating the fine might be construed to mean that we don't care how long patrons keep books and, indeed, might be interpreted by some to mean that we don't care if books come back at all... Those who [pay] are usually so humiliated at only being charged a penny a day that they thrust great handfulls of money at me, far exceeding the amount of the fine."

Most libraries charge to replace lost and/or damaged books. Brattleboro's Brooks Memorial adds a replacement fee to the price of lost items to cover the cost of reordering and processing. Springfield noted that it charged a $5 billing fee 30 days after the 3rd overdue notice. Woodstock adds a $5 charge for billing items more than six weeks overdue.

STATE OF VERMONT DEPARTMENT OF LIBRARIES

"SPEAK OUT ON FEES" TESTIMONIES

On April 16, 1991, the Vermont Board of Libraries and its Access Task Force sponsored an opportunity for trustees, librarians, and the general public to air their views on public library charges, including fines and out-of-town borrowers' fees.

Eleven librarians and trustees from Barnet, Lyndonville, Wells River, Woodstock, Sherburne, Springfield, Newport, Montpelier, and Dover spoke. Additional written testimonies were received from representatives of libraries in Rutland, Vergennes, Bridport, and North Bennington. This packet includes those testimonies.

The "fee vs. free" question, perennial in library circles, is complex and emotional. First of all, there are many types of fees that libraries can (and sometimes do) charge. Many feel that charges deter library use. The Access Task Force conducted a survey prior to the Speak Out to determine current charges, and the results suggest that the larger the library, the more likely it is to charge some fees and the greater the variety of fees possible.

Almost all larger public libraries charge fines for overdue books. 35% of the libraries responded that they charge fines. The smaller the library, the more likely it is to have a conscience box for overdues or not to charge fines at all. Speak Out testimonies and the surveys noted that procedures and regulations in collecting fines vary and are inconsistent among libraries and even within individual libraries.

The second most common charge among Vermont public libraries is for out-of-town borrowers. 26 out of 136 libraries, 19%, charge between $4 and $25 annually to people who reside out of the town(s) supporting them through taxes. The rationale for charging is generally fairness to taxpayers who value and support their town libraries through annual appropriations.

The issue of out-of-town borrowers fees raised the question of direct state aid to local public libraries. Several Speak Out testimonies addressed the pros and cons of state aid which is being studied by the Government Relations Committee of the Vermont Library Association.

One trustee at the Speak Out mentioned that revenues from fines and out-of-town borrowers comprised 5 1/2% of the library's annual income. When another suggested the possibility of charging fees for extra, "non-basic" services, questions - both philosophical and practical - arose concerning determining what degree of service is "basic."

Another topic discussed at the Speak Out was the growing practice of charging return postage for items borrowed on interlibrary loan. Some 4,000,000 items owned by Vermont libraries of all types are available on interlibrary loan. While only 14% of libraries surveyed report charging return postage, others mentioned that such a charge is under consideration as postage costs increase and interlibrary loan use grows. Opponents felt that, because interlibrary loan is a necessary service to fill diverse needs in a time of burgeoning information and increased costs, charging penalizes people with broad or unusual reading tastes or research needs.

Speak Out participants mentioned that the debate about fees can also be viewed as semantic. Proponents of charging for return interlibrary loan postage called it a "reimbursement of expense" rather than a "fee." Other speakers said that the term "free public library" calls up the concept of "no free lunch" and the need to emphasize the "public" rather than the "free."

Other questions raised by the day-long discussion of fees include:

- How many users are lost due to fees? Is is possible to promote a more positive image for public libraries?

- Can the out-of-town borrowers fee be separated from the state aid issue? Will equalizing costs result in more equal service?

- How can we achieve better, more stable funding for public libraries?

- When are charges justified? Are some fees acceptable and others anathema?

- How can libraries balance efficiency and equity with service to as many people as possible? How should libraries define the communities they serve?

- The Vermont library community wants closure on the "fee vs. free" issue. Is this possible?

In the coming months, the Board of Libraries Access Task Force will attempt to weigh the comments of Vermont librarians, trustees and the general public along with current public library charges in order to make recommendations and offer alternatives for the Vermont library community. The survey results, "What Do Vermont Public Libraries Charge?," are available from Marianne Kotch Cassell, Development and Adult Services Consultant, 828-3261.

RUTLAND FREE LIBRARY
PAULA J. BAKER, DIRECTOR

RUTLAND FREE LIBRARY

10 COURT STREET
RUTLAND, VERMONT 05701
(802) 773-1860

April 16, 1991

TO MEMBERS OF THE STATE LIBRARY BOARD AND THE COMMITTEE ON ACCESS:

Thank you for the opportunity to speak out on this issue. It is a complicated one that deserves all the time you are devoting to it and we at Rutland Free Library are appreciative.

My talk is divided into three sections: 1) how I feel about NR fees, 2) how I feel about my responsibility to my community, and 3) how I feel about resolution of the issue in this state. These views are fully supported by my board and I speak for them as well.

MY VIEWS ON FEES

NR fees feel un-neighborly.
NR fees encourage divisiveness amoung the community of librarians, not to mention their towns.
NR fees continue to support the economically advantaged over the economically disadvantaged.
And, on a purely practical level, NR fees aren't as easy to budget as tax support.

As a librarian in the business for 22 years, I haven't changed my views on why I am in the field: because I believe in reading, the right to know, and I like the high of connecting people with books and ideas. When fees keep this from happening, I don't like it.

These views keep me in the camp of almost all librarians. But now I want to talk about my responsibility to my community, and this puts me in another camp.

MY RESPONSIBILITY TO THE COMMUNITY

I think libraries have to take the responsibility for maintaining enough financial support to offer the very best service they can. This is an active and difficult job. I am all for free information but it costs something to provide it.

When a company decides to offer a free service, they know it isn't free, but they pass the costs on or absorb them in another fashion. Since libraries are underfunded and cannot absorb costs so easily, the concept of "free" is difficult. For those libraries who feel it is in the best interest of everyone to beg and to get by on less, I think they are selling their community short. This is not necessarily admirable.

At library meetings around the state I hear chronic complaints about low salary levels, poor or no benefits and not enough money for books and needed staff. There IS a relationship. Ife we need money, we need money. The argument that a few extra people don't matter misses the point. To provide services, the services will have to be supported with dollars. When a library does not understand or perhaps value its own services enough to make this equation, then it shouldn't be surprised when its own community doesn't value it either.

RUTLAND FREE LIBRARY
PAULA J. BAKER, DIRECTOR

10 COURT STREET
RUTLAND, VERMONT 05701
(802) 773-1860

RESOLUTION OF THE ISSUE IN THIS STATE

The sentiment that larger libraries (or any library) charging a NR fee is somehow somehow uncharitable is not only flawed but unfair. Let's look at flawed first.

RFL absorbs many costs other libraries do not: ILLs, postage for reserved books, reserves, programs, book discussions, craft materials, the monthly fee for the "public" telephone. Many of those who charge for programs are opposed to NR fees. I think this is discrimination of another stripe, worth examining at another time.

Let's look at unfair next. We all draw the line somewhere in our libraries. What seems like normal healthy library noise in our building might sound out-of control to another library. One has only to look at the variety of fees and charges to see that. What seems reasonable to one does not necessarily fit the circumstances of another. For example: RFL is blessed with an endowment income that allows us to buy more materials and provide more programs than would otherwise be possible. This makes us a natural magnet for readers, but our operating budget can't support the level of use that comes with the endowment richness.

Second, tax support from local and using communities is very, very important to us. This FY a full 86% of our operating funds come from tax support. These funds are threatened or jeopardized by the offer of free services to non-supporting communities. Taken to its logical conclusion (since RFL is not a part of any governmental unit) this thinking is absurd, but very real.

Where does this leave us?

No matter which side of the issue one is one, it is clear that adequate support for libraries in this state is critical. There is a need for a multi-faceted approach to work on the problem. Your committee's fact-finding work is an excellent avenue. Another ongoing one is the work of the Government Relations Committee of the Vermont Library Association who is looking for alternative funding methods, all with the goal of eliminating fees. I serve on that committee and share those views. I worry about libraries fighting for the same dollar. Until these problems are adequately addressed, the use of NR fees is one workable solution, but not an exclusive one.

Thank you.

Paula Baker

Note: For FY 90/91 our NR revenue is already running 20% ahead of the year's budgeted projections. We anticipate NR fee revenue to end out the year at $7800, equal to the cost of telephones and postage, or about 60% of this year's electric bill.

BIXBY MEMORIAL FREE LIBRARY
258 MAIN STREET
VERGENNES, VERMONT 05491

April 16, 1991

Ms. Marianne Cassell
Vermont Department of Libraries
Pavilion Office Building
Montpelier, Vt. 05602

Dear Ms. Cassell,

The Board of Trustees of the Bixby Memorial Free Library asked me to write expressing our views on the "Fee vs. Free" discussion currently taking place. A summary of our discussion follows:

1.) We do not charge our out of town patrons, nor do we charge a late fee for overdue books. We have found this policy to increase our revenues from those sources rather than decrease them.

2.) We are concerned with the Department of Libraries potentially introducing guidelines which could cut or erode revenues in the face of town budget cuts throughout the state. If forced to, we would have to continue to charge for some services or spaces within our building and forgo meeting the Vermont Library Standards. Unless, the state or some other group is willing to compensate libraries for revenue losses, I do not think it is any of their business directing what can or cannot be charged for.

3.) While we are conscious of the discriminatory aspects of some fees, it is a reality that many libraries rely on whatever sources of income they can. We feel that our policies are fair and would not seem unreasonable to most people.

Good luck with the task force. If you have any questions please do not hesitate to contact me after May 1.

Sincerely,

William D. Benton
Chairman, Bixby Memorial Free Library Board of Trustees

Bonnie Bowdin
NWPL
Woodstock, Vt

Questions related to the "Free Public Library" charging or not charging for services:

1. Since, according to sec3(5) of P.L. 101-254 a "Public Library" must provide free service within its community, district, region what and who determines which towns shall be considered to be within the community, district, region of the library?

2. How is a service area defined?

3. Should the "free, public" library of one town service free of charge the citizens of other adjoining towns which also have their own "free, public" library to provide services to them?

4. If service must be "free" then can a library restrict the number of titles loaned, especially in cases where teachers outside of the library's town's school district borrow large numbers of books to substitute for a lack of school library in their school and/ or to improve on their school library; and, wouldn't this also be true for school's within the library's town's school district borrowing many volumes to substitute for a lack of a sufficient school library?

4a. In cases of the above, could not a public school contract with the library?

5. Is there anything wrong with charging overdue fines?

6. What percent of the total annual expenses to operate a public library are paid by the local governments throughout Vermont and what should the percent be?

7. Does the state of New Hampshire have different guidelines for public libraries? For example, Howe Library in Hanover allows out of towners (maybe it is out of staters) to use the library but for an annual membership? What is wrong with this?

These queries are not intended to restrict library service but to provide the best service to its public when use and service are expanding and limited funds are shrinking. Thank you.

BRIDPORT CENTRAL
SCHOOL LIBRARY
MEDIA CENTER

April 15, 1991

Dear [illegible],

[illegible] to attend the speak out on fees scheduled [illegible] Berlin but wish to make my [illegible].

I am an elementary school librarian in Vermont. I have also been a public librarian in Michigan. I understand the financial difficulties that public libraries often face in times of recession. I know that there is a fairness issue when some areas support a library with taxes and others do not to the same degree. But I think user fees for public libraries are a poor choice in a democracy. My time as a librarian is spent pursuing one overriding goal, to encourage children to be life-time learners and library users. Anything that inhibits the access of citizens, particularly children, to information in a library runs counter to that goal. When fees are charged, children are denied access to library collections. In a nation that needs to address illiteracy seriously and whose system of government depends on an informed electorate we must encourage library use and free access to information. Barriers need to come down, not go up in the 1990's.

Sincerely,

Carol C[illegible]uss

Carol [illegible]uss

PO Box 1323
Starksboro, VT

BEST COPY AVAILABLE

THE NORMAN WILLIAMS PUBLIC LIBRARY
WOODSTOCK, VERMONT
05091

April 16, 1991

To Whom It May Concern

My particular interest in the discussion of fees centers around the issue of requesting return postage for books obtained for patrons via interlibrary loan.

Line items for postage in library budgets are becoming a very significant expense. I feel that collecting the amount of return postage does not constitute a fee but rather is a reimbursement of expense which recipients of this service should pay.

The charge could of course be instituted under any number of policies--such as postage return beginning with a certain number of books borrowed. There could also be flexibility enough to allow for waivers in cases of hardship. I feel the issue needs clarification and acknowledgment that with the expansion of the interlibrary loan service, the expense of return postage is significant.

Jean Conklin
President
Norman Williams Public Library

JOHN G McCULLOUGH FREE *Library* INC · NORTH BENNINGTON VERMONT 05257

Marianne K. Cassell
Development & Adult Services Consultant
Vermont Department of Libraries
109 State Street
Montpelier, Vt. 05609

April 11th. 1991

Dear Marianne,

I would like to preface my statement about the necessity for charging fines for overdue library materials by saying that I am against public libraries charging fees for the use of their facilities, services and collections. The absence of fees makes it possible for all to share equally in what is offered at the library.

However, in order for this "sharing" to take place, limits have to be set on the availability of our materials to each patron. If a patron disregards the implied contract, i.e. to share library materials, and keeps items past the agreed time limit. then it is not possible to share those materials with others. We cannot successfully budget for acquisitions to serve all, if it means supplying materials for one patron's use alone.

No patron needs to pay a fine, ever, if material is returned on time, either for renewal, or for another patron's use. The paying of fines then becomes a purely voluntary act on the part of the patron: he or she knows it can be avoided, but chooses instead to pay. Overdue fines are never a necessary part of borrowing from our collection. Everyone is welcome to borrow, and to consider that they are sharing what they borrow with their friends, neighbors, and all patron's of the Library.

Sincerely

Dee Estell

FEES! (individual vs. public support) 4/1

While accepting that "nothing is free", it must be acknowledged that there are Services that receive public support: enjoyed by all without cost accounting per person; shared from town to town; open to public criticism and praise.(i.e ROADS!)

Nobody wants to shop or do business in a town if they can't get there or where it is difficult to get there because of poor road conditions. Sand (money) is applied to insure safety; Roads are plowed and shoveled (money) to create ease of access and a positive image for the town. Shouldn't a town library which provides "pathways to knowledge" (roads) to reach a destination, information tools necessary to sustain and/or enrich their life, and the materials to make decisions which benefit them and their neighbors, receive the same support?

During the harsh winters more help is needed (more sand, more maintenance - more money). In harsh economic times more help is needed for public libraries. Cars off the road bring out the road crews and road commissioners. People out of jobs or unable to move forward should bring out the librarians and trustees. Pictures in the local paper, people complaining to the town and state highway commissions are abundant when the roads need help. Figures which represent the use of the Library services, (programs for all ages - adults and children) need to be made public to get that same support.

No one expects the individual (resident or not) to carry his bag of sand (money) along to make his way into town on a public road. No one should expect an individual to pay for his/her information needs when he gets to town.

Public support for libraries and sharing between libraries promotes a literate population who contributes to the social, cultural and economic climate of the towns. Access to information for all Vermonters has increased with the addition of on line catalogs. Support for the ability to continue and expand this capability in each town (big or small) continues to require the same kind of support at the local, state and federal level that other departments receive. If literacy for all is truly a goal as the various State and Federal departments have espoused, then libraries who serve all ages need the support (funding) to play the role.

While all towns, state and federal budgets are receiving enormous cuts because of "bad economic times" it is reasonable to garner public support for the library services that are provided rather than increase the burden for those who suffer the most from

Cobleigh Library
Lyndonville

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Meeting 4/11 NERL
Speak out 4/16

Results of regional meeting in the Northeast on Fees
(attended by Barnet, Bradford, Craftsbury, Hardwick,
Lyndonville, St. Johnsbury, Thetford)

Fines - procedure of collecting fines varied. Some who use conscience boxes, some charged an amt. per day Most felt the need to apply some sanction on overdue books to insure return of books. Most agreed to uncertainty of cost effectiveness and retrieval effectiveness of charging fines.

Non- resident fees- charged by only one of the libraries. who would find it difficult or impossible to give up the revenue received and budgeted as income. All others attending meeting serve surrounding communities free of charge and would be interested in expanding the service with help in retrieval of books and materials (funding)

Meeting rooms-all supplied (where capable) free of charge to non-profits. Some libraries not large enough to accommodate groups - one who charged profits for use of gallery to cover expenses.

Thetford proposed (and most agreed)-- Libraries as an infrastructure need funding for mandated requirements (ex. handicap accessibility- federal funds) and/or state aid to meet state required standards.

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April 22, 1991

TO: Marianne Cassell

FROM: Rose Kinerson, Barnet Public Library

At the Barnet Public Library we use fines at this time. However, they are not enforced. I find it hard to figure the amount since the rule is unclear whether it is 5¢ a day or 5¢ a day open.

GOODRICH MEMORIAL LIBRARY
70 Main Street
Newport, Vermont 05855

April 15, 1991

The Goodrich Memorial Library's budget for 1991 is $70,000.00.

Our income is derived from the following:

Tax Appropriations from Newport City and Town	$30,000
Investment income	25,000
Fees from out of town users	1,776
Fines for overdue books	1,372
	58,148.

We are therefore operating at a $12,000 deficit.

It will be noted that 3% of our income comes from fees charged and another 2.4% from fines. Should we lose 5.4% of our income or $3148. we will have no way to recover it and our deficit will become larger.

The 1990 census lists Newport City as having 4432 resindents and Newport Wown 1400 for a total of 5832. Based on our appropriation of $30,000 we receive $5.14 per resident.

Following the Department of Libraries policy, we do not charge non-residents a fee which exceeds the per capita appropriation. We charge non-residents $4.00 per person or $8.00 per family. If any indicated that the fee would be a hardship, we would either waive it, or a trustee would contribute.

If we eliminate fees for non-residents, it could seriously effect our appropriations on the next Town Meeting Day. It is common knowledge that the Northeast Kingdom has the highest unemployment in the state and one of thw lowest per capita incomes. As a result, the taxpayers could easily ask why they are requested to pay $30,000 for use of the library when out of town residents can use iit free. While it may be true that Newport residents could have access to other surrounding libraries at no charge as well, they are small in comparison and do not maintain the hours that we do.

In fairness to the taxpayer and in order to generate the much needed revenue, we would like to retain our fees.

Sincerely,

Ronald B McKenny

Ronald B. McKenny, Chairman
Board of Trustees

SPRINGFIELD
TOWN
LIBRARY

April 16, 1991

Springfield Town Library is one of over two dozen public libraries in Vermont that charge out-of-town borrowers for a library card. When I first came to Vermont six years ago, I was appalled to learn that my library was charging a "Non-Resident Borrower's Fee." Free library service has always been one of the basic principals of our public library system. Yet I was also shocked to discover that Vermont does not provide a single penny in state aid to local public libraries. It is one of only five states in the entire United States tat does not give any financial support to its public libraries.

Our Non-Resident Borrower's Fee was established in 1984 by the Board of Selectmen, who hold final authority over our library, against the advice of the Director andBoard of Trustees. Over the years, however, our position on this fee has changed. The Trustees and I now agree that in the absence of state aid to libraries, it is only fair to Springfield's taxpayers that we charge non-residents for the use of this library an amount equal to the cost of providing that service to each Springfield resident.

For every person living in this town, Springfield spends nearly $20.00 in tax revenues to provide quality library services. It is not reasonable to expect that people who live in surrounding towns should reap the benefits of Springfield's costly library service with no expense whatsoever. The fact that they choose not to spend their own taxes on the kind of library service that they want does not entitle them to that service at someone else's expense.

We recognize the fact that for many non-residents this fee may limit access to some of the services Springfield Town Library offers, and we are distressed by that. We believe that all Vermonters are entitled to quality library service,~~and~~ that the State of Vermont must accept a role in guaranteeing equal access to library service for all Vermonters, and that this must go beyond merely opposing library fees. If the Board of Libraries is truely interested in promoting equal access to library service without fees, it (like the Vermont Library ssociation) must support the concept of state aid to local libraries that,at a minimum, will compensate libraries for the cost of providing service to out-of-town borrowers.

Russell S. Moore

Russell S. Moore
Library Director

TESTIMONY by ALBERT STEVENS, April 16, 1991

On FEES: The Baldwin Memorial Library in Wells River, is a good example of a library that doesn't use fees. In the past we charged fines for overdues, but we found that some people didn't bring back the books because they didn't have the money for the fine or didn't like to be seen paying a fine. We dropped all fines and put a donation box on the return table. We get our books back just as fast and we get more in donations than we previously got in fines. We still send out overdue notices and charge patrons for books that are not returned, but I doubt that we would ever go back to fines. One of the most important things about our library is the friendly atmosphere, and we do everything we can to make people feel welcome and eager to come back to the library. Fines don't make people feel good about the library, and people who don't feel good about the library aren't as likely to vote for the library budget at village meeting.

The same philosophy applies to our feelings about fees for out of town borrowers. Wells River village has a population of about 450, yet this year they voted $9000 in tax money for the library by a unanimous vote. $20.00 per capita is good support for a small village. Most of our users don't live in the village. They come from Newbury town, Ryegate, Groton, Woodsville N.H., and other nearby towns, all of which have libraries of their own. Why? Because we are friendly, open, eager to serve. We don't charge these folks a fee, but we do give them a library card and record their address. When we need some money for a project we send out a letter to all card holders. The people from out of town and out of state have been extremely generous. When we built our addition it was all built with volunteer labor, and two-thirds of the volunteers lived outside of the village. One regular patron is a writer who lives in Ryegate. He arranged for a donation from a family trust fund of $1100 for the addition, and they have sent small donations every year. The Town of Newbury, which has its own public library, voted last year to give $2000 to the Wells River Library. I could give other examples, but the point is that the good will and friends that we make by not charging fees brings us in more money in the long run than we could ever collect with fees. People use our library on Friday nights, then patronize Wells River stores and businesses. They say good things about us to their friends and remember us when they are making memorial contributions.

On STATE AID: State aid to libraries is not a new idea. We have discussed it in Vermont for at least the last 20 years that I have been involved in libraries. In theory state funding for libraries makes sense. It is fairer to pay for people oriented services like libraries with broad based taxes like the income and sales taxes, and these are raised by the state. Local communities have only the property tax, which is not equitable and is already overburdened. Money from the broad based taxes would help libraries to grow and provide some equity across the state.

There are, however, some serious problems with state aid to libraries. First is the shortage of funds. State budgets are especially tight right now, but there must always be prioritizing of where the money will be spent. The state library board has felt, and rightly so, that the first priority should be to provide the services that the Department of Libraries gives at no cost to local libraries, and which local libraries could not replace at any reasonable cost. Interlibrary Loan, reference, the regional libraries, the services of our excellent consultants and regional librarians -- these must be continued if our small local libraries are to have any hope of serving the needs of their patrons.

Second, there is the problem of how to equitably distribute state aid if we can come up with enough money to provide the other higher priority services and still have some money left for state aid. Any state or federal money should be distributed to the poorest libraries first. People who are currently served by a tiny library open only 12 hours per week should have their service upgraded before any money is given to cities which already have libraries open 40 hours per week with large collections and librarians with MLS degrees. There is no way the legislature can justify giving money to the Burlington library before the people in Bradford have at least as good service as those in Burlington.

Third, the problem of what conditions or "strings" should be attached to state money. We wouldn't want to simply give state tax monies to any entity that called itself a library to do whatever it wanted. So the library would have to show that it was a public library with some local tax support, that it served all Vermonters free of charge, that it cooperated with other area libraries -- in short, that it met a set of standards very similar to the present state standards.

For all these reasons, state aid to local libraries in the form of direct cash payments is low on the priority list. The first thing we need to do is to support our state Department of Libraries in providing the fine services which we all seem to take for granted.

DOVER FREE LIBRARY
EAST DOVER VERMONT 05341
TELEPHONE (802) 348-7488

Statement on Fees

April 16, 1991

The trustees of the Dover Free Library wish to affirm the importance of free public library service for all Vermonters. Our own access policy states the "residents of the state of Vermont shall have free library service and may register as patrons." This policy is rooted in our mission statement, which says that the Dover Free Library will "provide public access to books and other resources for education and pleasure." To us, "public access" means that all registered patrons may use our services free of charge.

Another basis for free service is our mission to "provide opportunity and encouragement for all persons to educate themselves continuously." We could not provide such an opportunity to all persons if we charged fees, thus excluding those who could not afford to pay. Even if most users could afford payment, fees would discourage library use, and our mission statement makes special mention of our responsibility to encourage use of the library for self-education. Without fees, our patrons have nothing to lose and much to gain by coming to the library. That's a strong position from which to launch a public relations program.

I should point out that the Dover Free Library has not kept all money solicitations separate from services. For example, we request a very small donation for book discussions and we keep a "conscience box" in place of fines. These decisions were justified, we think, for several reasons. The most important is that there is a significant difference between required fees and suggested donations. Nevertheless, they do place some psychological limits on access, and whenever we make such decisions, we have to consider them carefully to be sure that the benefits outweigh the disadvantages, and that we have given all other options fair consideration.

With that in mind, we call upon other Vermont public libraries to resist fees as much as possible. We ask this even though we understand that library service is not literally free and that all libraries are facing hard times financially. Those seeking new sources of income naturally consider fees as one alternative, but we can only ensure equal access to libraries for everyone if we resist pressures to privatize our services. Low-income people will depend on us more than ever in the coming years.

There are several points we hope libraries will consider when making decisions about fees:

First, any kind of fee inhibits library use, and we shouldn't be too sure of our judgements about which will hurt people and which will not. For example, how many people would be discouraged from reading altogether if their favorite bestsellers had to be rented rather than borrowed at no cost?

Second, let's not impose fees to limit our patron base because we are afraid of the problems of managing a truly barrier free library, or because we are afraid of the patrons themselves.

Third, we should remember that like any good business, we sometimes have to absorb part of the cost of providing a service to make people want to come back for more. At our library, for example, we pay for photocopies if there are only a few pages and they are needed to answer a patron's reference question. It makes life easier for the person seeking the information, and it's the kind of thing that people appreciate and remember. We aren't directly compensated for the kind of service, but over the years we have developed a loyal clientelle who support us in good times and bad.

Finally, we would like to comment on the issue of out of town users' fees, which is probably the most difficult of all. Not all libraries have equal per capita support from their towns, and we sympathize with those who feel they have no alternative but to charge fees. Struggling libraries feel they can't afford to offer free service to people from other communities, and libraries with good tax support fear they will be overburdened if they do not limit their services.

At the same time, we are concerned about out of town users' fees because they limit the possibilities for interlibrary cooperation. Libraries will tend to become isolated from each other, and we question whether any of us can afford that kind of isolation, even in the best of times. If we all begin charging fees, we won't be able to cooperate on even the simplest problems, like calling a neighboring library for help when a patron needs information in a hurry. That doesn't seem to be the right direction to go right now. We hope that libraries will take the broad view of this issue and affirm the value of cooperation by avoiding out of town users' fees.

written by Jeanne Walsh
& approved by the Board 4/9/91

April 22, 1991

TO: Fee or Free Hearing

FROM: Edward H. Williams, IV, Trustee of Norman Williams Public Library

There really is no such thing as a free lunch in the economic order. Somebody has to pay, eventually. Much of American philosophy in the 1980's was apt to overlook this reality.

One of the blessings we may have come to take for granted is free public libraries. The reason they are free is because some person or persons, the latter including the body politic, was or were able and willing to donate some of what they had for the benefit of all. But we cannot overlook the fact that the gift, grant, or tax revenue allocation remains finite.

Books wear out, new books and new ideas, or old ideas made more accessible via newer technologies all cost money. And because that is limited we budget. We limit. No one expects the local library to accomodate 40 patrons who come in on Monday asking for the #1 best seller in the Sunday Times with 40 copies of this title. We already expect time rationing. Everyone but the first comer will have to wait his/her turn.

But thanks to Interlibrary Loan and computer facilitation the book may be available from one or several other libraries. But getting them to the 39 patrons who are waiting costs something. No free lunch, Remember? So the question is, does the local library pay what it costs, and consequently, buy fewer books, or perish the thought, reduce staff, or hours open, to accommodate the few.

I would submit that the free public library exists primarily for the many, the most good for the largest number. The book itself, it should, "provide" if it can, but the extra cost of our "providing" should be paid by the patron as a fee. It's still cheaper than the book.

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9/91

DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT DRAFT

VERMONT INTERLIBRARY LOAN CODE

This code is based on the ALA National Interlibrary Loan Code (adopted by the Reference and Adult Services Division, 1980), the Model Interlibrary Loan Code for Regional, State, Local or Other Special Groups of Libraries (endorsed by the Reference and Adult Services Division, 1980) and the present Vermont Interlibrary Loan Code (adopted by vote of VLA membership, May, 1978).

I. General Considerations

This code is a voluntary agreement to promote interlibrary loan among libraries in the State of Vermont and is based on the premise that lending among libraries is in the public interest and should be encouraged.

An efficient interlibrary loan network within the state is the responsibility of all participating libraries and should be the primary source of interlibrary loan activity.

Liberal interlibrary lending is encouraged, but does not relieve any public, school, special or academic library of the responsibility for developing its own collection(s).

Special arrangements for lending of materials between libraries may be made within the context of this code. These arrangements may involve financial agreements, direct borrowing privideges, coorperative development of collections, etc.

II. Definition

Interlibrary loans are transactions in which library materials are made available in a variety of formats by one library to another library.

III. Responsibility of Lending Libraries

Lending libraries will practice as liberal and unrestrictive a policy as is possible with due consideration to the interests of their primary clientele.

IV. Responsibility of Borrowing Libraries

1. Each library will provide the resources to meet the ordinary study, educational, instructional, informational, and research needs of its users and no library should depend upon another to supply the normal needs of its clientele except under special agreement for such service.

2. Copyright regulations must be obeyed (see Public Law 94-555 and CONTU Guidelines).

V. Scope

Any type of library material, whether book or non-book, needed for the purposes of study, instruction, information, or research may be requested on loan or in photocopy from another library. The lending library decides whether an item should or should not be provided, and whether the original or a copy should be sent. Librarians will not ordinarily request materials for class, reserve, or other group use, except under a special agreement permitting such borrowing.

VI. Expenses

1. The borrowing library should be prepared to assume any costs charged by the lending library.

2. In the interest of efficiency the lending library may agree to absorb nominal costs for: postage, photocopying, insurance.

3. Librarians may make special contractual or other adjustments, in recognition of costs incurred by libraries whose resources are used extensively under this agreement.

VII. Conditions of Loans

The borrowing library will honor any limitations on use imposed by the lending library; request permission to photocopy any rare and/or fragile material loaned to them; return loans promptly and in good condition, taking care to carefully prepare them for shipment; meet all costs of repair or replacement of damaged or lost materials.

VIII. Placement of Requests

Requests should be routed through such established channels as may be agreed upon by librarians participating in Vermont's interlibrary loan network. No library will lend directly to an individual on an interlibrary loan basis, except by mutual agreement between the borrowing and the lending libraries.

IX. Form of Request

Materials requested must be described as completely and accurately as possible following accepted bibliographic practice.

X. Duration of Loan

1. The period of loan shall be determined by the lending library.
2. Renewal requests should be kept to a minimum.
3. Material on loan is subject to recall at anytime and must be returned promptly.

XI. Notification and Acknowledgement

1. The lending library shall notify the borrowing library promptly whether or not the material requested is being sent; if the material cannot be supplied, the lending library shall notify the librarian requesting the material as soon as possible.
2. Except in the case of valuable shipments, no acknowledgement of receipt is necessary. If there is undue delay in receipt of an expected shipment, the borrowing library should notify the lending library so that a search may be initiated.

Submitted to Access Task Force
June, 1991. Revised, November, 1991
Milton Crouch, member of ATF

GUIDELINES FOR PUBLIC LIBRARY SERVICE TO CHILDREN IN VERMONT

Checklist
10/91

EVERY CHILD FROM INFANCY ON IS ENTITLED TO EASY ACCESS TO GOOD PUBLIC LIBRARY SERVICE. THE GOALS OF PUBLIC LIBRARY SERVICE TO CHILDREN ARE:

- to introduce children to reading and good literature;
- to provide them with appropriate materials and programs that will satisfy informational and recreational needs;
- to stimulate their imaginations;
- to help them understand themselves and the world they live in;
- to make them lifelong library users.

STAFF

EVERY LIBRARY SHOULD HAVE A DYNAMIC CARING KNOWLEDGEABLE PERSON IN CHARGE OF CHILDREN'S SERVICES WHO CAN STIMULATE A CHILD'S INTEREST IN READING AND LEARNING.

Qualifications

The Children's Librarian has:

________ A broad knowledge of children's needs and a genuine caring and respect for children.

________ Extensive knowledge of children's literature and information resources and materials, and the ability to relate print and nonprint materials to children.

________ The ability to plan and carry out all aspects of children's programming.

________ The ability to work well with groups of children and adults.

________ The ability and desire to promote children's services, both in and out of the library.

________ The ability to plan, manage, and evaluate services and programs.

________ Some formal library or child-related training, preferably both. An M.L.S. degree from an A.L.A.-accredited program is preferred; otherwise the children's librarian should have a bachelor's degree and hold or work towards a Vermont public library certificate.

Responsibilities

The Children's Librarian:

________ Serves as part of the library's management team to assure communication and coordination with library administration and other staff.

________ Develops goals and objectives for children's services as part of the overall library plan.

________ Manages the operation of the children's area including:

    ______ develops a budget for children's services as part of the library's overall budget.

    ______ selects staff and volunteers in consultation with the administration.

    ______ trains, supervises and evaluates staff and volunteers.

    ______ writes a policy and procedures manual for the children's area in consultation with the library director.

    ______ collects and interprets appropriate statistics.

    ______ continually evaluates services and programs to determine if they are meeting the needs of the community and fulfilling the library's overall mission.

________ Selects, evaluates, and weeds children's materials in accordance with the library's policies.

________ Provides reference and reader's advisory service.

________ Helps parents and other caregivers select materials to use with children, and shows them how to encourage their children's use of the library and enjoyment of books.

________ Plans, publicizes, implements, and evaluates programs for children.

________ Promotes and publicizes children's services within the library and to the community.

________ Works cooperatively with area schools.

________ Establishes sound working relationships with other community agencies serving children.

________ Utilizes the services provided by the Vermont Department of Libraries.

________ Seeks supplementary funding, working with the administration, to increase or improve library services to children.

Professional Development

The Children's Librarian:

________ Takes courses or workshops regularly to update or increase skills or knowledge.

________ Belongs to and participates in the Vermont Library Association and its children's section, CAYAL.

________ Attends meetings and conferences.

Scheduling/Evaluations

________ The library allots paid time for "behind the scenes" duties.

________ Each staff person's performance is evaluated annually, based on the job description or the position and goals and objectives established annually by the employee and the supervisor.

Salaries

________ The wages are comparable to those of other municipal employees and/or professional school personnel of similar experience and responsibility.

MATERIALS

THE CHILDREN'S COLLECTION SHOULD PROVIDE A WIDE SPECTRUM OF PRINT AND NONPRINT MATERIALS TO MEET THE EDUCATIONAL, INFORMATIONAL, CULTURAL, AND RECREATIONAL NEEDS OF THE CHILDREN IN THE COMMUNITY. MATERIALS SHOULD BE CAREFULLY SELECTED SO THAT THE COLLECTION CHALLENGES, INSPIRES, AND FOSTERS A LOVE OF READING AND LEARNING.

Collection Development

________ The library's general policy includes a written selection policy covering children's materials.

________ The children's librarian directs the selection of all children's materials.

________ Selection practice includes the use of review media and other critical aids.

________ The collection is re-evaluated on a regular basis to keep it current and attractive.

________ The public library collection complements but does not take the place of, the local school libraries.

Budget

________ The library budgets approximately 30% of the materials budget for the children's collection. (The figure will vary depending on each library and community.)

________ A portion of the children's budget (usually 10-20%) is spent for replacements and for strengthening the basic collection.

Types of materials

________ An attractive up-to-date book collection is first priority.

________ The collection includes reference books appropriate for children.

________ Besides books, there are other formats represented such as tapes and videocassettes.

Access to Materials

________ The entire collection of the library is accessible to children.

________ The library supplements its children's collections with materials from the regional libraries as needed.

________ Children's materials not available locally are requested through the interlibrary loan network.

________ The librarian is aware of and uses special services and resources for special-needs children.

PHYSICAL FACILITIES

EVERY LIBRARY SHOULD HAVE AN ATTRACTIVE, ACCESSIBLE, AND FUNCTIONAL SPACE FOR CHILDREN, PREFERABLY A SEPARATE ROOM OR AN AREA SEPARATE AND DISTINCT FROM THE GENERAL READING AREA.

Children's space may include:

________ A preschool picture book area with carpeting

________ An informal reading area with comfortable seating where children can read, talk, and browse.

________ A quiet study area with tables or carrels for doing homework.

________ An open space (perhaps created by moving furnishings) or a separate room for programming.

________ Tables for art and craft activities.

________ Facilites for listening to tapes or other kinds of recordings.

________ Facilities for using computers.

Shelving and collection arrangement

________ Shelving is designed for the size of children.

________ Shelves are adjustable and of suitable height and depth to accommodate children's materials of various sizes.

________ Bins, racks and other storage equipment are used as needed.

________ Materials are not separated by age level except for picture books, easy readers, and young adult materials.

Appearance

THE CHILDREN'S AREA SHOULD BE INVITING AND APPEALING. IT NEEDS:

________ Bright colors, attractive furniture, and good lighting.

________ Continually changing exhibits and displays.

________ Attractive directional and informational signs which are consistent in style, color, and tone.

Safety and Accessibility

THE CHILDREN'S AREA SHOULD BE SAFE AND PHYSICALLY ACCESSIBLE TO ALL USERS AND EASILY REACHED FROM OTHER PARTS OF THE LIBRARY.

________ The children's area is easy to supervise, with most sections visible from the desk.

________ The children's section is on the first floor of the library building or located without barriers that prohibit access by patrons of all ages and physical abilities.

________ The children's area is accessible to handicapped people.

________ Racks, shelving, and storage units are sturdy and safe to use.

________ There are safe entrances and exits.

________ Stairways, balconies, or railings are designed or modified to ensure safety.

________ There is a bathroom accessible to all children.

________ The circulation desk and card catalog are easily accessible to children.

PROGRAMMING

PROGRAMMING IS AN ESSENTIAL SERVICE THAT ADDRESSES THE CULTURAL, EDUCATIONAL, RECREATIONAL, AND INFORMATIONAL NEEDS OF THE COMMUNITY. PROGRAMS EXCITE CHILDREN ABOUT LITERATURE, PROMOTE LIBRARY USE, ATTRACT NON-USERS, INCREASE MATERIALS CIRCULATION, AND HELP MAKE THE LIBRARY A FOCAL POINT OF THE COMMUNITY.

Funding

________ The library budget includes funds for programs.

________ Paid library time is scheduled for program preparation, publicity, implementation, and evaluation.

________ The children's librarian oversees the general plan for all programs, but volunteers may assist in programming. The librarian sees that volunteers are adequately trained and prepared for programming.

Scope

________ The library has an established written policy for programming which outlines the library's philosophy.

________ Programs fit into a library's overall goals and objectives. Program possibilities include but are not limited to: storytelling, book talks, craft/art programs, class visits, seasonal programs, family programs, speakers, and performers.

________ Ongoing preschool programming is a high priority.

________ The library offers programs for school-age children throughout the year, but particularly targets vacations and the summer.

________ Children with special needs are included in programs.

________ Programs are designed for parents and adults working with children.

Cooperation

________ The library communicates and co-operates with local agencies and organizations for effective programming.

________ The library plans and conducts outreach programs to attract new users to the library and reach non-users.

________ The library co-sponsors programs with other agencies or libraries.

Evaluation

________ The library keeps statistics on attendance, number and types of programs, preparation time, cost and target versus actual audience.

________ Statistics are used to justify staffing, scheduling, and budget requirements.

________ Program evaluation determines how well goals and objectives are being met and programming is adjusted accordingly.

TRUSTEES AND CHILDREN'S SERVICES

The Library Board of Trustees:

________ has a representative interested in children and actively supportive of the library's role in serving the children of the community.

________ has adopted a long range plan for children's services

________ promotes children's services throughout the community.

By Carol Chatfield
Rutland Free Library

KIDSPEAK

Children often ask for things without realizing that they want or need something quite different from that which they are asking.

How would you have answered these questions?

1. "Where do I find a book about oceans?"

Is your patron interested in general books about oceans, or is this really a request for report information about a creature that lives in the oceans (whales and their characteristics, for example)? Asking a few questions will help to determine the specific type of book likely to contain the desired information.

2. "Do you have a book about George Washington?"

Is the child's assignment to read a biography about George Washington, or is he/she actually looking for enough information to write one page about the man? Often an encyclopedia or other source would be an easier way to get at the needed information. A request for a book often translates into a need for something more specific.

3. "Where are the third grade books?"

Since libraries do not arrange books by grade levels, it is necessary to ask questions to determine what kind of books the reader is comfortable with in order to suggest books of similar difficulty to the child. A knowledge of the collection is vital in order to match the child's reading level to an appropriate book.

4. "What's a good book after you've read CHARLOTTE'S WEB?"

Reader's advisory, or the ability to do on the spot booktalking, requires familiarity with the collection. You cannot sell what you have not read, and printed bibliographies are no substitute for a candid appraisal of books which you yourself dearly love.

5. "Do you have number 58 in the Sweet Valley Twins series?"

If the series title is not used in the book title, or if the main character (Waldo, for example) is not the first word in the title, the child will have no success locating them in the card catalog unless you make entries under the series name.

Since reading the series from start to finish is often the child's goal, entries by series number can also be very useful.

6. "Do you have any easy chapter books?"

Adults may call these children's novels, but to the child graduating from easy books to longer, more difficult works they are generally known as chapter books. This makes it clear that the reader is past the need for simple plots and lots of pictures. A list of books suitable as transition books is extremely useful for anyone serving the primary age youngster. (A list to use as a starting point is available from Grace Greene at the Children's Book Exhibit Center.)

7. "Where are the predictable books?"

Adults working with pre-readers are fond of these books, which have a pattern that repeats itself so the reader is able to predict, or guess, what will happen next in the pattern. A short list of predictable books may be found in THE NEW READ-ALOUD HANDBOOK BY JIM TRELEASE (Penguin Books, 1989).

Matching children to the information or recreational reading that is both appropriate to their reading level and relevant to their needs is a challenging endeavor requiring:

1. Respect for the child and his or her request. No matter how unusual or irrelevant that request may seem to us, it is important to the child or it would not have been asked;

2. The ability to engage in conversation with the child (the same as you would any other patron) to make sure that you understand exactly what the child is asking for; and

3. A firm knowledge of your collection.

Kids do speak in terms not always used or understood by adults, but the gap can be breached by listening to what they have to say.

CSAG MEMBERS SURVEY RESULTS

April, 1991

WHAT DO YOU THINK ARE THE GREATEST BARRIERS TO CHILDREN'S ACCESS TO PUBLIC LIBRARY SERVICES AND MATERIALS? (19 Responses)

1. Being unable to get there physically (in our case library is on busy street not accessible except by older children). Unappealing (torn, outdated, wrinkled, scribbled on materials. Unwelcoming librarians.

2. Parents not bringing them, fees for Children's materials and staff and patron reaction to children making noise in the library.

3. **Transportation, parental attitudes.** In our rural community, the only way most children can come to the library is if their parents will bring them.

4. **Librarians attitudes** toward children. Parents not bringing children to libraries.

5. I hate to say this but I still think that the greatest barrier to childrens access is **preconceived or newly conceived fears about unfriendly librarians.**

6. In rural libraries especially, transportation to the library; in some handicap inaccessibility; poor funding of materials in many public libraries.

7. Misconception of librarian image (strict, uptight discipline-arian) lack of education in how to use the library; parents don't use library = children don't use library; children have too many "scheduled" activities (lessons, sports, etc) that they don't have time to come to library.

8. Transportation is one large factor. Many children are bused or driven and picked up by babysitters after school who go directly home.

9. No designated space for them; a need to be quiet all the time; actual physical access (library not near home or school, parents not available to bring them, etc.)

10. In VT, geographic isolation and distance from a library (may or may not have transportation). Fees can act as a barrier, but if your library provides free ILL, then the people can access other libraries collections.

11. I have found the greatest barrier to be that the families are not bringing the children. Once children are old enough to walk to the library on their own some of them will come in.

12. If the library is hard to reach from outlying areas for people who have no cars, or for kids who depend on parents for

transportation. In spite of existing outreach, there still are families who have no library experience and who therefore will not think of coming to their library/unfriendly staff (not here!) can do much to turn off library users.

13. Attitudes of adult staff - dislike/distrust of children, perception their questions are not as important as adult needs, poor signage or location of resources appropriate for the age group.

14. Attitude of the staff of the library.

15. Their parents. We could turn the library into a veritable Disney World of books and information but if parents don't understand or value the role of the library in their child's education you can bet that these children won't be regular library users.

16. Parents who do not bring children to the library and who do not themselves read and thus provide role models for literacy; Book Cards which can restrict borrowing privileges until kids can write their own name or reach a curtain age - this presents them from checking out books even if they get past barrier of parents who don't encourage them to use the library; Library fees which discriminate against those less able to pay; Childrens own inability to read at a young age is a barrier to full awareness and use of library facilities and programs; Stairs which are difficult for youngsters and/or their parents are a barrier - for some young families stairs are a nuisance and it's almost not worth the trouble of carrying young children and juggling books, kids, and baby paraphernalia; Doors which open the wrong way at library entrance so that kids fall backwards while trying to open the door to get in, or heavy doors which kids cannot open by themselves; Unfriendly librarians and/or staff who are intimidating to kids and serve as negative role models; Lack of comfortable facilities for children and parents (i.e many libraries have room for a comfortable chair in rest room for nursing mothers who would like privacy as well as changing tables for diapering babies and rocking chairs in a cozy atmosphere for quiet reading by families; Inaccessible book shelving - not many young children are able to fully use or see the children's collection especially in regional libraries which due to space limitations have picture books shelved seven feet above the ground; Lack of library skills and patrons' reluctance to seek assistance; library fees; erratic library hours; PARENT INITIATIVE is the greatest barrier. Also did you ever notice many people today connect reading with a) bedtime - b) being sick.

17. Staff and Board attitudes; fees.

18. An unfriendly librarian

19. In the Richmond Free Library our access problems, both physical and psychological, will hopefully be alleviated when we move into a new building this summer. Some of those problems are; shelves too tightly packed, tables to close to shelves, shelves out of reach for proper age group, shelves poorly marked, lack of display and poster space, not enough comfortable, inviting reading areas and a toy box too close to a head bumping table.

WHAT DO YOU THINK HELPS CHILDREN ACCESS PUBLIC LIBRARIES?
(19 Responses)

1. Friendly, knowledgeable librarians who can do readers advisory because they read and can do reference because they know the collection.

2. Children's programming brings many non-users in, working with schools (field trips etc.), proximity to schools helps getting parents in and having a special place for children in library.

3. Staff attitudes. Our children's circulation has increased over 300% in the last ten years. Although we have increased collection size somewhat and are offering some more programs, the most significant thing we have done is to make a conscious effort to make every child feel welcome and comfortable at the library.

4. Making parents aware of children's services at libraries; Encouraging schools to bring classes to the library. Planning wonderful programs for children and publicizing them.

5. Children's programming and classroom research.

6. Good collection; interesting programs and activities and PR from library in schools and local papers.

7. Programs!! - storytimes, book discussions, adult programs as well (so they feel comfortable); on site friendliness - by ALL staff treating all children/adults with equal respect - honoring all questions, requests and comments.

8. Having their own library cards - having the classroom teacher bring the class to the library for an introduction and tour and to get their own cards helps in our library situations. Programming also helps, especially for young mothers who may never have been big library users when they were young.

9. Proximity of library to school; afterschool programs or just a nice space in a library where children feel welcome; parents - children can't drive yet! Materials available (like parenting collections) for parents as well as programs that fit the average schedule of both children and parents.

10. Convenient hours, early exposure, inviting space, regular visits, friendly staff and awareness of the library.

11. Offering children's programs and having the schools visit seems to help get the kids to the library. I try to visit daycare facilities to get the kids enthused about coming in.

12. Large scale dissemination of library information, i.e. contact parents or new infants; arrange regular class visits for all school children, with application blanks at the ready. Go into the schools for more personal contact (at least before starting a new summer program).

13. An adult in the children's area specifically there to answer their questions; an area open and inviting with low shelving their own card catalog and lots of signs and posters to draw them in.

14. A friendly atmosphere, helpful (without being pushy) staff.

15. Class visits from the schools brings all children to the library and if handled right convinces children that there are education experiences that are fun. Also if a child comes for the first time with their class and has a good experience he or she will pressure their parents to bring them a second time. This is only half the battle, the other half is educating parents of the value of using the library from an early age.

16. Programs which get parents interest as well as kids; publicity which is free (usually); friendly staff; comfortable, inviting friendly atmosphere; working with teachers to encourage library use and hosting class visits as well as in-school visits by librarians; abolishing fees and library card restrictions; child-geared facilities, entrances, staff, atmosphere, teaching library skills.

17. The attitude that they are as "important" as the adult in the library. Welcoming, caring, safe environment.

18. A helpful, friendly person who considers children and their needs when choosing books and arranging the library.

19. An inviting, comfortable environment comprised of friendly librarians, good reading spaces, none of the shelving problems listed above, interesting displays (both by and for children), good lighting, attractive posters, toys, contests, tapes and, of course, a children's librarian.

WHAT KINDS OF PRODUCTS RELATING TO CHILDREN'S ACCESS (E.G. MANUALS, CHANGES IN PUBLIC LIBRARY STANDARDS, WORKSHOPS, CHECKLISTS, ETC.,) WOULD BE MOST USEFUL TO YOU OR YOUR LIBRARY? (16 Responses)

1. None of the above. What I feel DOL can do to improve library service for children is funnel federal funds to local libraries. Close the regional libraries, work on upgrading librarians salaries and improving collections.

2. Workshops/handbook on getting parents into library; eliminate fees on children's materials and make it easier for children to have own card.

3. Although materials review sessions are useful, we would really appreciate a chance to examine the new books in a less harried setting. Would it be possible to simply have the books available at each region for a period of two weeks (or whatever)?

4. We've been asking ourselves this question for years.

5. What DOL has done in the past is great - bibliographies, puppets, materials review sessions, story hour workshops, sponsoring meetings where ideas can be shared etc.

6. Workshops where fellow librarians (all librarians, not just childrens) and children's services professionals share ideas and brainstorm.

7. At this time I can't think of anything.

8. Manuals with program ideas (so far DOL material has been great - i.e. summer reading program). Press release ideas (children's library corner of newspaper). Ideas for using older children as volunteers.

9. Good material to hand to brand-new parents to make them library users. I wish a library could still be a "free" for all, but this needs more persuasion than I was capable of. Manuals compile everybody's concerns may be helpful, to adapt what applies to one's own library.

10. Current standards - number of adults needed per 1000 population dollars that should be allotted to childrens materials. Workshops on children's reference; reproducible booklists to hand out to parents and envisioning excellence sort of checklist for children's librarians to work on.

11. Anything would help.

12. Develop some outreach programs to parents in the community. For instance, workshops on how to use the library, how to read, effectively to your child; choosing the good books etc.

13. Program ideas - calendars or schedules of special days i.e. National Nutrition Month, Author's Birthdays, National Pig Day (March 1st) as a basis for programming and exhibits of books and related materials. Bookmarks should always have library hours and phone number.

14. Manuals, maybe, but we have the recommendations. Checklists are easy for Boards to work with.

15. Can't think of anything.

16. Workshops and checklists.

STATE OF VERMONT DEPARTMENT OF LIBRARIES

February 6, 1991

TO: CSAG members

Marianne

FROM: Marianne K. Cassell, Development and Adult Services Consultant

RE: Access Task Force

As you probably know, the Vermont Board of Libraries established a task force last year to examine the many issues related to access to public libraries and to make recommendations for the Department and for local public libraries in June, 1991. The Task Force has divided what we now see as a multi-faceted issue of great proportion into smaller segments in hopes that focus may result in more practical suggestions.

One topic that concerns the Task Force is children's access to public library service. A small group, including Ginny Golodetz, Julia Landry, Grace, me, and perhaps a few other people, will be discussing the issues soon and discussing recommendations for the whole Task Force to take to the Board. You have valuable perspective and experience to share with us. Will you please take a minute, either today or when you get back to your library, to answer a few questions for us? Feel free to write on this sheet or to add others. We appreciate your ideas!

1. What do you think are the greatest barriers to children's access to public library services and materials?

2. What do you think helps children access public libraries?

3. What kinds of "products" relating to children's access (e.g. manuals, changes in public library standards, workshops, checklists, etc.) would be most useful to you or to your library?

Thank you! Don't forget the **Speak Out on Fees**, Tues., April 16, 2-8 pm at the Midstate Regional Library, Berlin.

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Suggested resolution for local library boards:

WHEREAS, a free society depends on free access to information; and

WHEREAS, "free access" involves removal of physical, monetary, and psychological barriers as well as creation of systems that are user-friendly and uncomplicated; and

WHEREAS, Vermont libraries of all types have a long tradition of resource sharing that has recently been enhanced via the use of technology available and appropriate to any size library; and

WHEREAS, charging fees to non-resident public library borrowers discriminates against people with limited incomes or with inadequate local library resources; and

WHEREAS, charging fees inhibits wide public library use and perpetuates punitive stereotypes about public libraries; and

WHEREAS, some Vermont public libraries have been forced to charge non-resident borrower fees in order to equalize support from local taxpayers;

NOW, THEREFORE, BE IT

RESOLVED, that by the year 2000 all Vermonters will have free and equal access to public library and information services; and be it further

RESOLVED, that by the year 2000 all levels of Vermont government will accept the responsibility to provide free and equal public library and information service; and be it further

RESOLVED, that the Vermont Board of Libraries constitute a Task Force to address the issue of future public library funding and make recommendations for improvement at all levels; and be it further

RESOLVED, that ______________________ Library board of trustees develop and implement a plan to achieve the goal of a fee-free year 2000 for Vermonters of all ages.

Date ____________________________

Signatures of Board of Trustees:

EVALUATION

This report was accepted by the Vermont Board of Libraries at its December 17, 1991, meeting. At that time, the Access Task Force offered suggestions for implementation which included gathering feedback form the Vermont library community. The Task Force plans to reconvene in early 1993 to assess progress toward its recommendations.

Please share this report with your staff and/or trustees. Feel free to copy any or all of it. Please take a minute to answer the following questions and return this sheet to Marianne Kotch, Department of Libraries, 109 State St., Montpelier, VT 05609-0601.

Library________________________________

Date__________________________________

1. The single, most important aspect of access to public libraries involves:

___ working on positive attitudes of staff and trustees
___ developing children's and young adult services
___ strengthening library cooperation and networking
___ resolving the fee vs. free dilemma
___ improving the image of libraries
___ removing physical barriers to services
___ improving training of staff and trustees
___ improving staff salaries
___ other:

2. After reading this report, is there anything you plan to do at your library to improve access?

3. What aspects of access do you feel you need further help with?

4. What do you think is the most useful result of the Access Task Force's work?

5. Any other comments?